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ABSTRACT

In addition to the regular transportation of students to school, the Transportation Department of the Des Moines (Iowa) Independent Community School District provides transportation for alternative and special education programs, field trips, and after-school activities. The context evaluation (program description), input evaluation (staffing and budgeting), process evaluation (responsibilities), and product evaluation (accomplishments and improvements, needs/recommendations, and future plans) of Transportation Department activities in 1990-91 are described. The results indicate that in 1990-91: 94 district buses made a total of 918 trips daily to transport 7,500 students; the bulk of the Department's budget supports human resources, including 113 drivers; and the Department improved its physical facilities and implemented a computer program to help create bus routes and monitor inventory and maintenance records. Overall, the evaluation highlights several departmental needs: (1) a bus replacement schedule; (2) purchase of special education routing software; (3) additional or revised school board policies and procedures; and (4) improved communications with the rest of the school system. These needs will be addressed in the future as the Department continues to provide effective transportation. Nine tables and seven figures are included. Thirteen appendices present information on transportation schedules and services. (SLD)

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TRANSPORTATION DEPARTMENT

PROGRAM EVALUATION 1991

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Community School District

Focus on
Program
Evaluation

TW017015

TRANSPORTATION DEPARTMENT PROGRAM EVALUATION

Evaluation Abstract

1991

CONTEXT EVALUATION

Program Description. The Des Moines Independent Community School District's Transportation Department is a support service that provides transportation to students in every school in the district. Students are identified as eligible for transportation as prescribed by law, policy, or as determined by the Department of Student Services. A large variety of special programs with specific demands are served by the Transportation Department. These include regular transportation, alternative education programs, special education programs, field trip activities, and after-school activities. At this time, the district owns and operates 114 buses. On a daily basis, 94 of these buses make 918 routes to transport approximately 7,500 students. Transportation demands continue to increase.

INPUT EVALUATION

Staff and Budget. Transportation staff includes 6 administrators, 113 drivers, 33 bus aides, 5 mechanics, 3 assistant mechanics, and 1 secretary. The total budget for transportation is \$2,809,712. Of this amount, \$2,164,322 is for human resources. Regular transportation and special education transportation are each allowed \$157,520 for repair and maintenance, repair and maintenance supplies, and transportation supplies. Approximately one of every five students transported is for a special education program; however, it can cost up to nearly six times as much to transport special education students because of program dispersion and the consequent requirement for longer more complicated routes.

PROCESS EVALUATION

Responsibilities. The primary responsibility of the Transportation Department is to provide diverse transportation services to all eligible students in a safe, efficient, effective, and caring manner so that all students will be able to participate in a quality educational program.

PRODUCT EVALUATION

Accomplishments and Improvements. The Transportation Department is proud of many major improvements. Some include the move from the old bus garage to the present location to improve working conditions because of better facilities. During 1990-91, two longer repair bays were completed to accommodate 84 passenger buses. Substantial financial savings have been realized by the district since the establishment of an in-house upholstery and radio repair room. Implementation of the EDULOG computer system is helping to create bus routes, as well as monitoring inventory and maintenance records.

Needs/Recommendations. Several needs are made apparent in this report: A bus replacement schedule, purchase of special education routing software, add and/or revise Board policies and procedures, and improved communication with instructional departments as well as representation in their instructional decisions. The extent to which the need for collaboration and cooperation is met, in order to provide efficient service, will influence the number of additional personnel and buses that may be necessary to meet expanding transportation demands.

Future Plans. The Transportation Department will continue to provide effective transportation. Future plans include the purchase of special education routing software, establishment of new and revised Board policies and procedures, development of ad hoc committees to study effective, equitable, and efficient provision of transportation services, continued cooperation with MTA, expanded driver staff development activities, replacement of two 2,000 gallon diesel fuel tanks, requests for expanded communication and cooperation with instructional departments, and more efficient use of personnel and buses.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone 515/242-7839

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Des Moines Independent Community School District
Des Moines, Iowa 50309-3399

May 21, 1991

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District Mission Statement

Des Moines Independent Community School District
Des Moines, Iowa

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

Responsibility Statement

Transportation Department

The Transportation Department will, with pride and courtesy, provide diverse transportation services to all eligible students in a safe, efficient, effective, and caring manner.

CONTEXT EVALUATION

Some Historical Facts about School Transportation in the Des Moines Independent Community School District

- 1921 The Des Moines School System hired a driver and his green wagon covered by a beautiful white canvas, similar in appearance to a Conestoga Wagon, to transport the Willard students to and from school daily.
- 1925 The school district had two wagons transporting children from the Four-Mile District to Douglas and Adams schools. The school board records state "... the school district has increased somewhat in population, and because of the lack of sidewalks and open streets, it has become a matter of urgent necessity that an additional wagon be furnished for the remainder of the year. ..."
- 1927 School Board records from August 2 state, "The Independent School District is now conveying by automobile or wagon, school children from long distances to: Bly, Adams, Douglas, Cattell, Phillips, Stowe, Willard and Woodrow Wilson Schools. While it would be desirable to employ men with automobile trucks for several schools which are now being taken care of by horse drawn vehicles, it would mean a considerable addition to the budget and while some of these wagons are not new they are all safe and in condition to get the children safely to and from schools."
- 1931 The Superintendent's report of December 8 in the General Bulletin No. 30 states that the district provided transportation by chartered buses, street cars, and taxi cabs.
- 1934 School Board records from August 21 state, "The school district owns the horse-drawn wagon in which children are transported to Howe School, and also the bus in which children are transported from Garton School to Jefferson School. The other vehicles (one wagon and five autos) are owned by the persons who drive them."
- 1938 Superintendent Merrill stated in General Bulletin No. 5 dated September 7, "The transportation furnished will be by street cars or city railway busses whenever possible. School bus routes will be provided where necessary and practicable."
- 1945 The following bids on a school bus were submitted to the School Board:
- | | |
|----------------------------------|-----------------|
| International Harvester Company. | \$2877.77 |
| Chambers Motor Company | \$2941.91 |
| Paul Manning | \$3175.42 |
| O'Dea Chevrolet Company | \$3149.38 |
- 1955 The board approved six regular bus drivers, six substitute bus drivers, six Smouse bus drivers, and one bus driver/custodian assigned to Cary Continuation School, an alternative school for high school students.
- 1956 The district owned seven 30 passenger buses for special education transportation and eight 66 passenger buses for regular transportation.
- 1968 The number of school buses grew from 40 to 52 this year to accommodate the Voluntary Transfer Program, which was initiated with 126 students.
- 1972 The district used three vans with manual ramps as wheelchair buses.
- 1975 The 2-2-4 program was implemented. Bus drivers drove two hours in the morning, drove two hours in the afternoon, and worked in buildings for four hours in the evening.

1977 Each day 1,360 students were bused for desegregation. An additional 1,000 students were bused with the Voluntary Transfer Program. There were 4,700 students bused because of the distance they lived from their school or for other reasons not related to the desegregation program. The department had 42 full time drivers, five part time drivers, and 58 buses doing 270 runs each day.

1978 A great shortage of bus drivers was experienced at the beginning of this year. Everyone who could drive a bus drove, and administrators rode on buses with new drivers.

1979 The department had grown to include 86 drivers, (34 full time, 52 part time) 99 school buses, three mechanics, and one assistant mechanic.

1980 At the beginning of this year, the department only had two administrators, a Transportation Supervisor, and a Foreman. Later in the year, the department was approved to have eight administrators. The new positions were Dispatcher, Fleet and Equipment Manager, Route Manager, three Driver Managers, and two Assistant Supervisors; with the Foreman position being deleted.

1982 Due to severe budget constraints, the department had to reduce its administrative staff by eliminating four positions: Dispatcher, one Driver Manager, and both Assistant Supervisors, leaving five administrators. Parking facilities were developed on the northeast portion of the Irving School site, one-half block west of the bus garage at 13th Street Place and Forest Avenue. The year also brought the installation of the LP Gas Dispensing Facility and conversion of the school bus fleet from gasoline to propane.

1983 The Red Horse Armory at 1915 Prospect Road was converted to the bus storage garage and food service warehouse area. The district also purchased three chair lift buses and one 66 passenger bus with special education funds.

1984 The bus garage facility was moved from the old bus garage at 1320 13th Street to the new site at 1915 Prospect Road where there were far better working facilities, such as improved bus and employee parking, a better maintenance facility, a nice lounge area for all staff, and improved office space. This year is also memorable because of problems starting the buses during the extremely cold weather. Block heaters were subsequently installed on the buses to solve this problem.

1985 The department had grown by this year to include 112 drivers, 107 buses, four mechanics, and one mechanics' assistant.

1986 The Computerization Feasibility Study was completed, recommending computerization of the bus routing and scheduling functions.

1988 The Department of Education School Visits Report was completed. During the remainder of the year all recommendations were implemented, except the bus replacement schedule.

1989 A computerized routing system was installed to optimize school bus routing, scheduling, and maintenance.

1990 The number of routes needed to accommodate district needs grew to 918, an increase of 127 routes from that provided during the 1987-88 academic year. (See Appendix A for the number of routes provided between 1987-88 and 1990-91.)

Policies, Standards, and Regulations

Pupil transportation is extensively regulated by state law and by Board policies and procedures. Applicable policy, procedures, and laws are as follows:

District Policies

Series 500

Code 534

Title PUPIL TRANSPORTATION

Pupils enrolled in an elementary, middle or junior high school must live more than two miles from the school designated for attendance to be entitled to transportation.

Pupils enrolled in a senior high school must live more than three miles from the school designated for attendance to be entitled to transportation.

Transportation shall be provided for pupils in the following categories:

1. Pupils who are assigned to special education classes, pre-school through grade 12, outside their home school attendance area or where there is a need for transportation to their home school attendance center.
2. Pupils whose health or physical condition is such that they cannot, in the judgement of the school physician, walk the required distances to school without undue hazard to health.
3. Pupils who are assigned from the home attendance center to another attendance center for educational programs within the school district.
4. Pupils who, in the judgement of the Director of Special Programs, do not have a safe route to walk to school.

Pupils who are not eligible for free transportation may pay to ride subject to administrative procedures.

The district will serve as a pass-through agent between the state of Iowa and the parents of resident nonpublic school pupils.

Series 600

Code 622

Title FIELD TRIPS

Field trips shall have the approval of the building principal in advance of the trip. Consent of the pupil's parent or guardian is required in advance of any excursion involving the use of public or private transportation services. If sack lunches are required for the students, the number of sack lunches required must be ordered one week in advance.

Series 700

Code 773

Title SPECIAL EDUCATION TRANSPORTATION

Pupils assigned to special education classes in a school building other than the school building in their home attendance area may be provided transportation to the education program.

District Procedures

Series 500

Code 534

Title PUPIL TRANSPORTATION

Distance Eligibility: Distances will be measured according to Iowa law, on the public roadway, and over the shortest route determined to be safe and passable by the Transportation Department. Distances will be measured by car odometer.

Hazardous Walking Conditions: Determination will be made by the Transportation Department and may include, but is not limited to, consideration of the following:

- 1) Review by Des Moines Traffic and Transportation Department
- 2) Age of pupil
- 3) Traffic and traffic control devices
- 4) Roadway surface and adequacy of walkway
- 5) Railroad crossing at grade
- 6) Accident history

Requests for review or determination of eligibility by either of these standards would be made to the Transportation supervisor by the principal; determination made by the Transportation Department, and decisions communicated to the principal for further handling.

The Director of Special Programs will be advised of the decision made by the Transportation Department.

Addition of Service: Requests for initiating late activity, extra-curricular, early morning, or other special transportation service should be directed to the Executive Director for Elementary/Early Childhood Programs or Middle/High School Programs.

Upon request of that executive director, the Transportation supervisor will respond as to whether that service can or cannot be provided. If service is possible, a review of the potential impact will be conducted by the Transportation Department and this information discussed with the executive director prior to approval or denial of the request. The executive director will advise the principal of the decision.

Deletion of Service: When service may need to be discontinued, a review will be made by the Transportation Supervisor, Director of Special Programs, Executive Director for Elementary/Early Childhood Programs or Middle/High School Programs, and affected principals prior to a decision being made. Advance notice to parents of intent to discontinue will be made as early as feasible, with deletion of services occurring between school years.

Requests for Exceptions: All requests for exceptions to procedures are to be handled through the principal, who will attach an investigative report and forward to the Transportation Supervisor. The Transportation Supervisor will review the report of the principal and prepare a recommendation to be given to the Review Committee. Requests will be reviewed by a committee comprised of the following: Associate Superintendent for Management Services; Associate Superintendent for Teaching and Learning; Executive Director of Elementary/Early Childhood Programs or Middle/High School Programs; Director of Facility Management; and, Director of Special Programs.

The Transportation Supervisor will communicate the committee's decision to the principal.

Paid Transportation:

- 1) Inquiries are to be directed to the principal of the building where the pupil is enrolled.
- 2) The principal of the building where the pupil is enrolled will forward inquiries to the Director of Special Programs with the following information:
 - a) Pupil name
 - b) Pupil address
 - c) School where pupil is enrolled
- 3) The Director of Special Programs will ascertain through the Department of Transportation if an established route exists and if a pick-up and drop-off point can be established along the route (subject to total number of stops and riding time allowed), and if there is space available on the bus. Subject to all conditions being met, the Director of Special Programs will advise:

a) the principal, who will advise the parent or guardian, collect the fee, and forward same to the controller; and

b) the Transportation Supervisor, who will implement the request

4) Requests for paid transportation will require a semester commitment on a half-day or a full-day basis to facilitate advanced transportation planning with respect to space available. The pro rata cost of transportation will be collected on a monthly basis in advance. Failure to make payment will exclude the pupil from ridership.

5) Pupils who pay to ride will not be able to ride if pupils eligible for free transportation require the space. A refund will be made if transportation cannot be continued for the remaining portion of the period for which payment has been made. This does not apply to a given day-to-day situation where absence is a consideration. A break in normal attendance (moving out of district, extended illness, suspension, etc.) would make the pupil eligible for reimbursement.

Series 600

Code 622

Title FIELD TRIPS

Field trips shall have the approval of the building principal in advance of the trip. Consent of the pupil's parent or guardian is required in advance of any excursion involving the use of public or private transportation services. If sack lunches are required for the students, the number of sack lunches required must be ordered one week in advance.

Series 700

Code 773

Title SPECIAL EDUCATION TRANSPORTATION

Pupil eligibility is determined by Student Services.

Student Services identifies need for transportation.

Transportation Department identifies options based primarily on pupil need with emphasis on cost factors.

Student Services selects mode of transportation:

If yellow bus, Transportation advises Student Services of schedule details for their further communication. During summer break, yearly "start-up" schedules go directly to principals.

If MTA pass, Student Services coordinates with principal.

If parent reimbursement, parents are informed by letter from Director of Special Education, copy to Transportation supervisor.

If car is necessary, Transportation arranges and validates billings, Student Services advises principal.

NOTE: Other pupils residing with or regularly cared for at the same address as an eligible student may be provided transportation privileges to the same attendance center upon written application to the Transportation Department on a space-available basis. Applications to be submitted annually.

Open Enrollment

The Des Moines schools will enter into state-defined open enrollment arrangements for students in the 1991-92 school year. On June 5, 1990, the Board of Directors adopted the following procedure

reflecting an open enrollment policy which affects within-district and between-district student transfer requests:

Students approved for within-district open enrollment may request district transportation to the receiving school. Approval is subject to the availability of space on an existing route without requirement of any additional stops. In the event that space for open enrollment usage is needed in the future, the last student approved for such usage will be informed that space no longer exists.

Iowa State Laws and Rules

The following laws and rules have been selected from *The Code of Iowa* and the *Iowa Administrative Code* (IAC). Only those sections relating to School Transportation, and those most frequently referenced, have been reproduced below. These should not be considered all inclusive.

Definitions: 1) *The Code*. Contains legal references which have been passed by the General Assembly and signed into Law by the Governor.

2) *Iowa Administrative Code* (IAC). Contains rules promulgated by state agencies to implement, interpret, or prescribe a law or policy or to describe a procedure or practice requirement of an agency.

1. The Driver

A. Drivers. *The Code*, 321.375. The drivers of school buses must: 1) be at least eighteen years of age, unless such person has successfully completed an approved driver education course, in which case, the minimum age shall be sixteen years; 2) be physically and mentally competent; 3) not possess personal or moral habits which would be detrimental to the best interests of safety and welfare of the children transported; 4) have an annual physical examination and meet all established requirements for physical fitness.

B. License and Written Permission. *The Code*, 321.376. The driver of every school bus shall have a regular or special chauffeur's license issued by the department (Iowa Department of Transportation) and in addition thereto, must hold a school bus driver's permit issued by the Department of Education.

C. Driver Qualifications. 43.12, IAC. General character and emotional stability are qualities which must be given careful consideration by boards of education in the selection of school bus drivers. Elements that should be considered in setting a character standard are: reliability, initiative, leadership, ability to get along with others, freedom from undesirable language, personal cleanliness habits, moral conduct above reproach and honesty.

D. Stability Factors. 43.13, IAC. Factors to be considered in determining emotional stability are: patience, consideration, even temperament, and calmness under stress.

E. Physical Fitness. 43.15, IAC. Applicants for the school bus driver's permit must submit each year to the Bureau of School Administration and Accreditation, a signed report (Form TR-F-6-497B) of a medical examination by a licensed physician and surgeon, osteopathic physician and surgeon, osteopath, or qualified doctor of chiropractics, indicating physical fitness.

F. Contracts for Transportation. *The Code*, 285.5(9). All bus drivers for school-owned equipment shall be under contract with the board. The Director of the Department of Education shall prepare a uniform contract containing provisions not in conflict with this chapter which shall be used by all school boards in contracting with drivers of school-owned vehicles.

G. Driver Schools. 43.32, IAC. All school bus drivers shall attend classes or schools of instruction when held by the Department of Education.

H. Driver Restrictions. 43.38, IAC. 1) The driver of a school bus shall not smoke when there are passengers on the bus. 2) The driver shall not permit firearms to be carried onto the bus. 3) The driver shall not fill the gasoline tank while the motor is running.

2. The Vehicle

A. Definition--School Bus. The Code, 321.1(27). "School bus" means every vehicle operated for the transportation of children to or from school, except vehicles which are: a) privately owned and not operated for compensation; b) used exclusively in the transportation of children in the immediate family of the driver; c) operated by municipally or privately owned urban transit company for the transportation of children as part of or in addition to their regularly scheduled service; or d) designed to carry not more than nine persons as passengers, either school-owned or privately-owned, which are used to transport pupils to activity events in which the pupils are participants or used to transport pupils to their home in case of illness or other emergency situations. The vehicles operated under the provisions of paragraph "d" of this section shall be operated by employees of the school district who are specifically approved by the local superintendent of schools for the assignment.

B. Vehicle Requirements. 43.7 IAC. Any vehicle used, other than that used by parents to transport their own children only, is considered to be a school bus and must meet all requirements set up for the type of vehicle used. (This is not intended to restrict the use of passenger cars during the time they are not actually engaged in transporting public or nonpublic school pupils.)

C. Required Construction. Every vehicle used as a school bus shall be constructed and/or equipped to meet safety standards as adopted by the state board of public instruction in Chapter 23, IAC.

D. Seating Requirement. The Code, 373.4. Every school bus shall be equipped with a comfortable seat for each child.

For additional laws applicable to student transportation, see the Code of Iowa Nos. 321.372(1); 279.8(1); 285.11(7); 321.377; 321.341; 321.343; 321.317(5); 321.373(7); 321.381; 321.323; 321.266; and Iowa Administrative Code Nos. 43.42; 43.37; 44.3(20); 43.40; 43.41; 43.36; 43.1(3); 44.5

Current Program Description

The Transportation Department is a support service for the Des Moines Independent Community School District. As a support service, the Transportation Department provides transportation as prescribed by law, policy, or as determined by the Department of Student Services.

The January 1990 Transportation Staff Handbook and Training Manual describes that the goal of the Transportation Department "is to provide transportation for all eligible students from their designated bus stop to the school of their attendance and back to their designated unloading areas. Three concepts: service, safety, and efficiency provide the key to achieving this goal."

The magnitude and complexity of this responsibility can be appreciated when it is realized that the Des Moines public school transportation system is the second largest transportation system in Iowa. Here are some facts about the Des Moines Transportation Department:

- Des Moines school buses travel more than 1,500,000 miles annually.
- Every day, over 20,000 student rides are regularly provided to and from school, Central Campus, Van Meter work sites, Community Training programs, noon routes, daily field trips, and late buses.
- 94 of the district's buses regularly travel 7,800 miles per day, completing 918 scheduled routes.
- District buses are routed in and out of elementary schools 500 times a day, middle schools 165 times a day, high schools 149 times a day, and special

educational programs 104 times a day. This means that 918 times a day, school buses arrive or depart from a school somewhere in the district.

- The Transportation Department provides services to over 1,250 students involved in 15 special education programs that have specific transportation needs.
- The Transportation Department provides services to over 3,500 students involved in 17 alternative education programs that have specific transportation needs.
- Approximately 750 students are issued passes or tokens on public buses (MTA) daily.
- During the 1989-90 school year, over 2,360 field trips were provided at no charge to schools, covering 79,341 miles at a cost of \$169,790. Additionally, 766 paid field trips were provided covering 32,857 miles at a cost of \$70,314, of which \$43,291 was reimbursed.

Contained in the Computerization Feasibility Study conducted in December 1986, was the observation that, "Given the complexity of the transportation requirements, it is remarkable that the transportation department has been able to provide an excellent service to the students and schools." The study continued to say, "All are appreciative of the efforts made by the Transportation staff to accommodate the complex needs of the different programs in a record time. It is not unusual for a change in schedule to be effective within 24 hours of the request for change. In most districts, the time required to process a schedule change typically ranges from 3 to 5 days."

Though the Transportation Department is large, it is comprised of individuals who have a genuine concern for children and who are committed to providing each child with safe, effective, and efficient means of transportation to and from school.

Programs Served by Transportation

The Des Moines Public Schools' Transportation Department provides transportation to students in every school in the district. The Department provides regular transportation services as well as a variety of transportation services to students in special education and alternative education programs.

The striking characteristic that sets the Des Moines Public Schools' transportation operation apart from many other school districts is the large variety of special programs that must be served, each with its own specific requirements. Most large school districts provide only regular transportation needs. They negotiate contracts with other transportation systems to provide services or maintain a separate fleet for special education and alternative education programs.

The main reason for listing all the different programs requiring special transportation is to illustrate that the predominate work of the Transportation Department is to provide services for these special needs. In 1990-91, out of an approximate total of 7,500 students transported on a daily basis, about 1,250 are involved in special education programs and 3,550 are involved in alternative education programs. To achieve greater efficiency in routing buses, the Transportation Department has integrated many students from special education and alternative education programs into regular transportation routes. Because of this, it is not possible to separate regular transportation from special education and alternative education program transportation in the district. The system has to be looked at as mainly a special programs transportation system, of which regular transportation is by far the simplest part.

Transportation demands continue to increase. In the 1989-90 school year, there were 6,580 students being transported by yellow bus as compared to 6,028 in the 1985-86 school year, which represents a 9% increase in students transported. There were 1,553,384 miles traveled in 1989-90 as compared to 1,340,427 miles traveled in 1985-86. This means there were 248,957 more miles traveled in the 1989-90 school year than during the 1985-86 school year. There was only a 9% increase in students, yet an increase of almost 20% in total miles traveled.

This increase in route miles is due to new destinations being required as new educational programs are created or existing programs are expanded into more schools. As stated in the Computerization Feasibility Study in 1986, "The analysis of enrollment trends indicates the district enrollment changes have little impact on transportation. The continuing growth of the Special Education programs, on the contrary, will tax the transportation operation because of the complex type of transportation that these programs require and the increasing number of them."

A list of the programs served by Transportation follows. For a list of transportation services by school and program, see Appendix B.

List of Programs Served by Transportation

REGULAR TRANSPORTATION

- K-8 More than two miles
- 9-12 More than three miles
- Hazardous routes
- Medical
- MTA
- Open enrollment
- Paid transportation
- Past practices

ALTERNATIVE EDUCATION PROGRAMS

- Alternative High Schools
 - High school students
 - Middle school students
 - School aged parents
 - Special education students
- Central Campus
 - Agribusiness
 - Aviation Lab
 - Central Academy
 - Child Care Training
 - Community training to Methodist
 - High school students
 - Nurses' training
- Desegregation
 - Magnet schools
 - Paired schools
 - Stability programs
 - Voluntary transfers
- Educational
 - Chapter 1 reading
 - English As A Second Language
 - JROTC
 - Talented and Gifted

SPECIAL EDUCATION

- Autistic
- Behavior, mental, and learning disabilities
 - ALPS
 - Alternative Learning Program for behavior disability
 - PACE
- Child Guidance Center
- FOCUS
- Headstart

Hearing impaired
Kindergarten enrichment
Kindergarten/first grade
Kindergarten Language Enrichment Program (KLEP)
Learning disability
Preschool handicapped
Vision impaired

FIELD TRIP ACTIVITIES

Curricular
Extra curricular
Paid extra curricular

AFTER SCHOOL ACTIVITIES

Band
Clubs
Detention
Special instruction

OTHER SPECIAL TRANSPORTATION SERVICES

Physically handicapped

Development of Bus Routes

Because no generally accepted definition of a bus route exists, for the purpose of this report, a bus route has been defined to exist each time a bus delivers or picks up students at their attendance center.

At this time, 94 buses are transporting students on 918 bus routes. During development of bus routes for a new school year, regular transportation routes are basically maintained the same as the previous year. The rest of the routes, however, are developed for special education and alternative education programs. Because of the mobility of students in these programs, a complete re-scheduling of bus routes is required at the beginning of each school year.

Information for developing special education and alternative education routes should be available from schools and programs by July 1. The route manager then creates new routes by August 1. Notification of bus routes is sent to parents by August 15. It is typical that this mailed notice has a large number of returns because addresses have been changed during the summer. This is an indication that the data used to build routes for the first day of school are not accurate, and in a special programs transportation system this inaccuracy requires a large number of route modifications during the first few weeks of school. It is not unusual to have 400 address change notifications during the first week of school, with 100 address change notifications in one day.

In addition to unrecorded address changes, a major challenge for the route manager is to schedule students who are phased into special programs during the first six weeks of the school year when teachers determine students' needs and assign students to specific programs. It is often necessary to completely reschedule routes.

Changes in addresses take time, and because these changes usually add miles to the route and decrease efficiency they increase cost as well. The Transportation Department handles an average of 15 requests for address changes a day. These requests may be because a family moved, a child changed care givers, a child changed educational programs, or a child cannot get along at a particular school and is moved for disciplinary reasons.

Brief Descriptions of Programs Served

Regular Transportation

Regular transportation is transportation provided to students who attend school in their attendance area but are eligible for free transportation for any of the following reasons.

K-8 over Two Miles. Transportation is provided annually for K-8 students who live a walking distance of over two miles to their attendance center. State mandates require that the school district furnish free transportation to all K-8 students who qualify. This transportation program requires 82 routes to transport over 1,800 elementary and middle school students to five elementary and ten middle schools, and back home.

9-12 Over Three Miles. Transportation is provided annually for all 9-12 students who live a walking distance of over three miles to their attendance center. State mandates require that the school district provide opportunity for free transportation to all 9-12 students who qualify. Of the 900 students who qualify, this transportation program requires 28 routes to transport 445 students who use this service to five high schools, and back home.

Hazardous Routes. There are four basic types of serious safety hazards which students encounter while walking to school:

- Walking along a roadway
- Walking on a roadway
- Crossing a roadway
- Crossing railroad tracks

This type of transportation requires 46 routes to transport approximately 55 students to 17 attendance centers.

Medical. Medical transportation is arranged through the Health Services Department. Free transportation is provided when a doctor's authorization states that a particular student can not manage to walk to and from the respective attendance center safely. This type of transportation presently involves 30 routes per day transporting 18 students to and from 13 attendance centers.

MTA. One variable in determining ridership in regular transportation is that eligible students can be transported by yellow bus or by MTA. This decision is made by the school principals in cooperation with the Transportation Department and is based upon proximity of existing MTA routes and past practices. Approximately 750 additional students are provided daily transportation in this manner.

Open Enrollment. During the 1990-91 school year, the Board of Education adopted a transportation procedure addressing open enrollment students. The impact this program will have on transportation is yet unknown as it will not go into effect until the 1991-92 school year. However, transportation will be provided for open enrollment students on a space available status.

Paid Transportation. This program was established for students who are not eligible for free transportation. Under state mandated guidelines, this transportation is administered by the schools which allow students to purchase tickets at 50 cents per trip. In 1989-90, the Transportation Department documented provision of over 40,000 paid rides.

Past Practices. Another variable in determining ridership is that ineligible students are being transported because they were transported in the past. For example, Wilson Middle School was closed in 1979. Normally ineligible students were to be provided transportation to Goodrell Middle School until the students in seventh grade enrolled in high school. These seventh grade students graduated in 1985. Although the Transportation Department has attempted to phase out this past practice, some normally ineligible students in those neighborhoods continue to receive transportation services at this time. Other schools where the Transportation Department has attempted to phase out provision of transportation to normally ineligible students includes Kurtz to Brody-McCombs and Irving to Harding-Callanan.

Alternative Education Programs

Many students are being transported to participate in alternative education programs. Rather than attending schools in their attendance area, students are attending schools outside their attendance area to be in programs that are only offered in certain schools. Other students are being transported because they have moved but wish to retain the stability of their original school to maintain educational continuity.

Alternative High Schools. High school students who for one reason or another have not been able to complete their education in their home high schools are served by this program. Most of these students are transported by the MTA.

School Aged Parents. Twelve students served by this program are provided transportation from residences and various shelters, sometimes making it necessary to create new or separate routes. This program normally requires four routes per day.

Central Campus. Programs at Central Campus include Agribusiness, Aviation Lab, Central Academy, Child Care Training, Community Training, and Nurses Training. Students are shuttled between the Technical Center and various schools all day long. Often there are staggered return times to the different high schools, creating an increase in mileage. (see Appendix C for a Daily Activity Schedule for Central Campus)

Desegregation.

Magnet Schools. The magnet schools program was established to encourage non-minority children to attend school in the Magnet Area as minority students in the magnet area are given opportunity to attend schools outside their area. Two schools, King-Perkins, participate in this program with emphasis on computers and science, and Edmunds has emphasis on the fine arts. Both schools offer school days that are one-half hour longer than the traditional elementary school day. Transportation is provided to these programs to help encourage non-minority students to attend these schools.

Paired Schools. This is a special program that provides transportation for 360 King-Perkins students, 400 Rice-Monroe students, and 150 Moulton-Findley-Oak Park students. This program requires 14 routes to seven elementary schools.

Stability Program. The Stability Program was initially established to allow students who moved away from the Moulton and Longfellow attendance centers to continue attending there if they so desired. Students who have moved to another school are now being provided transportation to continue attending their original school if it is deemed necessary for the student's stability in education. The Stability Program was not supposed to cause a need for additional routes, but the Transportation Department has had to reroute buses when they did not have buses going to and from the affected areas. For example, a student attended Cattell and moved to the Edmunds area. The student was given stability status by Student Services and a bus had to be re-routed to transport the child from the Edmunds area to Cattell and back every day. This program presently requires ten routes to transport approximately 50 students to various schools.

Voluntary Transfer. This special program was created for desegregation purposes. It was first implemented as a school to school transportation program. It now includes corner, home, and medical pick-ups from all areas of the district. Because of the large number of students, many more pick-up points have had to be established. This program requires 156 routes to transport over 1450 students to sixteen elementary, five middle, and two high schools. As an example, voluntary students attending Hanawalt are represented on the map in Appendix D. Appendix E shows the route that has been developed for them, and Appendix F is one page of the detailed route sheet that can be provided the driver.

Educational Programs

Chapter One Reading. Students are transported from four non-public schools to attend this special program in four Des Moines elementary schools. Every day from 9:30 to 11:30, one bus shuttles up to six students per trip from Holy Family Visitation to Wallace Elementary and back. Another bus runs two routes from St. Anthony to McKinley Elementary serving six students. Two buses run eight routes from St. Johns to King Elementary, and two buses run one route each from the Jewish Academy to Windsor Elementary serving an average of 6 students per route.

English as a Second Language. This special program requires transportation for students to eight elementary, three middle, and four high schools from all areas of the city. This program requires 101 routes to transport 840 students.

Junior Reserve Officers Training Corps (JROTC). JROTC is a special program requiring student transportation from East, Roosevelt, and Lincoln high schools to Hoover by 7:55 a.m. five days a week. The buses return students to their attendance centers at 9:15 a.m. This requires ten routes serving 6 students. In addition, one bus is required three nights a week to transport an average of 26 students from Roosevelt and Hoover high schools to Camp Dodge Military Depot over route time from 3:00 p.m. to 6:00 p.m. This requires two routes per night and additional hours for drivers since a bus that is normally in by 4:30 p.m. must be held until 6:00 p.m.

Talented and Gifted. Once a year, usually in February, transportation for this half-day program is provided to qualified elementary students as a six week pull-out program. Students from all elementary schools are transported to five designated elementary sites and back again. This type of transportation requires 24 buses; 12 in the morning and 12 in the afternoon. Most routes for this program must be created, but some students are accommodated by re-routing existing bus routes.

Special Education

Many students are being transported great distances to participate in special education programs. Rather than attending schools in their attendance areas, students are attending schools outside their attendance area to participate in programs that are only offered in certain schools, or because they have moved but wish to remain in the program of their original school for the remainder of the year, rather than change to the program in their attendance area.

Special Education students are mainstreamed into regular bus routes as much as possible because it can cost up to six times as much to transport these students on exclusive special education routes. It costs approximately \$310.00 a year per student on a regular bus route, while it may cost as much as \$1,825.00 a year per special education student to be provided transportation door-to-door.

Autistic. This special education program is located at Hanawalt, McKee elementary and Callanan middle schools. Transportation is provided from every area of the city for 25 students on 21 routes per day.

Behavior, Mental and Learning Disabilities. Special education programs are created for students with various identified problems. These programs involve complex transportation arrangements due to the number of schools involved. This type of transportation requires district buses to make 555 routes transporting 1,170 students on a daily basis to five high schools, Central Campus, Alternative South, eight middle schools, and 32 elementary schools. Examples of student transportation provided for disability programs are represented on the map in Appendix G.

Child Guidance Center. This program is for elementary students, ages 9-12. These children could have a behavior disability, learning disability, and/or mental disability. It requires seven routes to transport 16 children to Iowa Methodist Medical Center.

FOCUS. FOCUS is a project jointly supported by Broadlawns Medical Center and Des Moines Public Schools. It is a day treatment program that integrates education and therapy for 6th through 8th grade students and their families. The program is located at Cowles with transportation being provided for 25 students on 10 routes every school day from all parts of the district.

Headstart. Headstart serves preschool-aged children who have been identified as needing extra guidance in order to meet requirements when they attend regular classes. This program requires 58 routes transporting students to 11 attendance centers from all areas of the city.

Hearing Impaired. This special education program is for students with hearing problems. Hearing Impaired programs are located at Lucas Elementary School, Callanan Middle School, and Roosevelt High School and require transportation for 49 students on 40 routes from all areas of the city.

Kindergarten Enrichment. This is a half day program located in 11 elementary schools. This program requires 68 routes for 225 students on a daily basis. These students are in a regular half day kindergarten program and then are moved to another building for the Kindergarten Enrichment Program. One student may take three different buses during the school day. Buses pick-up and deliver students to attendance centers and to their individual homes.

Kindergarten-First Grade. This is an all-day special program located in seven elementary schools. 42 routes provide transportation from every area of the city for 90 students attending this program.

Kindergarten Language Enrichment Program (KLEP). KLEP is a special program located at Cowles School. Transportation is provided from every area of the city to Cowles for 13 students and requires 10 routes as well as one MTA Paratransit and one Yellow Cab route.

Preschool Handicapped. This special education program is established for students who are 3 to 5 years old. These children may attend classes all day or half a day. Door to door transportation for the half day program is provided. The student population is very mobile. Split drops and pick-ups are requested by many parents and make route scheduling particularly difficult because the routes depend on the particular day of the week when they operate. This program requires some students to ride as many as three buses per day. 211 students per day from all areas of the city are transported on 77 routes to six attendance centers.

Vision Impaired This special education program is for students with sight problems and is located at Woodlawn Elementary School and Hoyt Middle School. This type of transportation requires transportation for five students on eight buses from all areas of the city.

Field Trip Activities

In 1987, the Transportation Department started to allot eight full time drivers and buses to transport students on daily field trips. This provided four all-day trips from 9:30 a.m. to 1:50 p.m. and four half-day trips which were provided between regular routes from 9:30 a.m. to 11:30 a.m. or 12:30 p.m. to 1:50 p.m.

In 1988, field trips over route time began to be approved by the Iowa Department of Education. Field trips scheduled over route time make it difficult to secure an adequate number of morning and afternoon drivers, requiring that drivers be scheduled additional time to provide this service.

Because the district has no educational guidelines to restrict the number of curricular field trips in which schools may participate, demand generally exceeds the available number of buses and drivers. Each teacher is supposed to be allowed two field trips per year, but many teachers combine their classes with other teachers so that they can take more than two. With over 2,000 teachers in the district, the task of engaging drivers and scheduling buses for field trips is complex. (See Appendix H for the Number of Field Trips Taken by Schools)

Field trip mileage has increased dramatically. Although approximately the same number of students were enrolled in the district during the school years 1986-87 and 1989-90, during this four year span, field trip miles nearly doubled from 74,899 miles to 123,026 miles. During the 1990-91 academic year, an additional full time driver and bus was assigned to provide field trips.

Curricular The following are examples of some curricular field trips provided by the Transportation Department:

Young Writers Conference at Drake: This trip covered a two-day period. The Transportation Department transported 1,000 students from every elementary school in Des Moines. The first day, as many elementary schools as possible were combined to make the trip from 9:30 a.m. to 1:30 p.m. This required 18 buses and 18 additional part time drivers to work extended hours to transport students. The second day, the Transportation Department transported students from every middle school in Des Moines in a manner similar to that provided elementary students.

Botanical Center: The Botanical Center is visited by every kindergarten, first, and second grade classroom in Des Moines (about 2,400 students). Every day for three months, four buses make twelve trips to and

from the Botanical Center between 9:15 a.m. and 1:30 p.m. This requires that the Transportation Department schedule additional hours for part time drivers every day for three months.

Science Center: The Transportation Department uses four buses every day for two months to transport approximately 5,000 students to and from the Science Center. Four elementary schools per day are shuttled to and from the Science Center between 9:05 a.m. and 11:45 a.m. Science Center trips, in addition to regular field trips, require the Transportation Department to schedule part time employees with extended work hours.

Hoover and East High Physical Education (P.E.) Classes: These schools schedule all-day field trips for P.E. classes to go skating, bowling, or miniature golfing. Two buses shuttle students between 9:30 a.m. and 1:50 p.m. Approximately 6,000 student rides are provided on 1,440 trips per year. Provision of two buses takes two all-day field trip drivers and buses away from the four field trips allotted daily to teachers.

Hanawalt and McKee Elementary Schools: The teachers of autistic students at these schools are frequently using two all-day field trip buses and drivers between 9:30 a.m. and 1:50 p.m.

Bus Evacuation Drills: At least twice a year all students, including students who ride buses only on special trips, in Des Moines elementary and middle schools, are scheduled to participate in required evacuation drills. This takes two or three buses for 65 to 70 days. Buses are provided to schools based on the number of students to participate. Drills are arranged any day requested during the school year and are over and above regularly scheduled field trips. A Class III driver is assigned to conduct an orientation that includes a film on proper procedure to evacuate a bus, and part time drivers are hired to work extended hours to provide assistance with bus evacuations. Additionally, all drivers are required to perform one bus evacuation drill on each of their routes during the academic year.

Orientation: The Transportation Department provides transportation for all fifth grade students to visit their future middle school, and all eighth grade students to visit their assigned high school for orientation during the regular school day. Middle school and high school students are also scheduled for Central Campus orientations. This requires scheduling buses and part time drivers beyond regularly allotted field trips.

Children's Concert: Transportation is provided every spring to take approximately 3,000 students to the Children's Concert in the Civic Center. This trip requires approximately 50 buses, therefore, 42 extra buses and part time drivers must be scheduled in addition to the regular field trip buses and drivers.

King and Perkins: King and Perkins are magnet schools with longer student days. They request a number of their field trips over route time. These trips require that the Transportation Department assign a driver to approximately 30 trips each school year.

Foreign Exchange Students: The Transportation Department transports visiting exchange students around the city of Des Moines and to different areas of the state. This requires the use of one bus and driver every day for up to two weeks.

City Music Festival: Forty-five buses and drivers were scheduled to transport students to the City Music Festival. This was over and above regularly scheduled field trips that are allowed each day. The Transportation Department scheduled part time employees to extend their day to transport these students.

Extra Curricular Below are examples of some extra curricular field trips provided by the Transportation Department. Extra curricular field trips approved by the Teaching and Learning Department are beyond the regular school day and require additional driver hours. The general fund is reimbursed for extra curricular field trips by the facility served.

Central Campus to Florida: This trip takes two bus drivers, a 66 passenger and an 84 passenger bus for 15 days, but it takes three drivers and three buses to cover their routes. In order to cover the 84 passenger bus, two drivers and two 66 passenger buses are required. Another driver and bus is required to replace the 66 passenger route.

Other Central Campus Trips Taken Out Of State: Includes Mankato, MN (3 buses); Chicago, IL (1 bus); Kansas City, MO (1 bus); and Omaha, NE (1 bus).

JV Football, Track, Swimming, and Wrestling: In 1987, MTA cancelled transportation for these trips. The Transportation Department was required to assume this responsibility. Transportation is provided once a week requiring up to eight buses and drivers scheduled during route time primarily from late September through November. Transportation for track is provided in the spring. During recent discussions, MTA officials have indicated renewed interest in transporting JV football teams to the site of their games.

Paid Extra Curricular Activity Trips . The Transportation Department has charged the same rates for the last eleven years for extra curricular activity trips that require additional personnel. Because of higher salaries, maintenance and fuel costs, it is necessary to increase activity trip charges from the current rate of \$12.48/hour and 20 cents per mile to \$14/hour and 25 cents per mile effective for the 1991-92 school year. The Transportation Department sent a memo to the Teaching and Learning Division on October 25, 1990, requesting that they notify all principals of this increase so they could plan and budget accordingly.

After School Activities

Late busing was created for students who would not have the opportunity to participate in band, clubs, and special instruction because they were transported to schools outside their home attendance center. Use of these buses has now expanded to include provision of transportation to students serving detention. This program requires 36 routes and serves 26 elementary and middle schools. All of these services are provided at the end of the afternoon routes, so these programs require 34 to 37 additional driving hours per week.

Other Special Transportation Services

Physically Handicapped. Physically handicapped students are represented in all educational programs. Due to their physical limitations, they are provided yellow bus transportation to their school of attendance. These students require door-to-door transportation, special equipment on the bus for boarding and alighting, special seating arrangements, and the assistance of a bus aide. Presently, the school district transports physically handicapped students on regular buses and 11 wheelchair buses.

Throughout the district, 23.3% of the total student population currently attend schools located outside their normal attendance areas. (See Appendix I, Students Attending Other Than Home Schools)

Safety Provisions for Students

Rules on the Bus

Rules governing pupil behavior have been established by the department in cooperation with the Board of Education and Department of Student Services. These rules, sent to all families of bus students at the beginning of each school year by the building principals, are posted on each school bus.

Discipline Procedures

A memo dated March 20, 1985, from the Assistant Superintendents for Instruction and for Personnel and Administrative Services, established the discipline procedures for bus students that are still utilized by the Transportation Department and building principals.

Use of Bus Aides

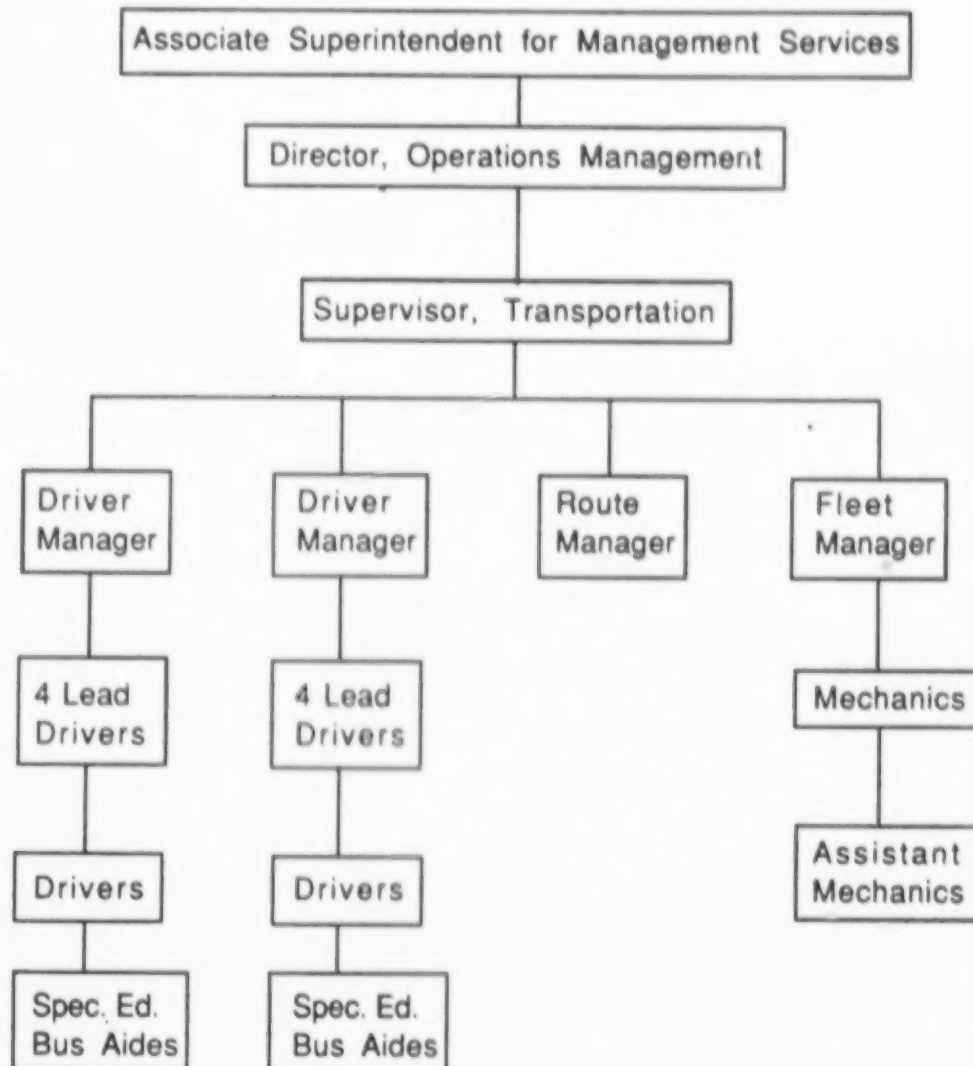
Bus aides are used to maintain safety and monitor student behavior on many buses, such as wheelchair buses, Smouse/Van Meter buses, and those buses transporting large numbers of students at one time. Bus aides also assist drivers in safely boarding and unloading wheelchair and other handicapped students.

Bus Evacuations

The safety of children is of utmost importance to the Transportation Department. All students in elementary and middle schools are shown a film and discuss school bus passenger safety and procedures for emergency evacuation before they participate in evacuation drills.

Organizational Structure of the Transportation Department

The organizational structure of the Transportation Department includes one director, five on-site administrators, three classifications for 113 bus drivers, five mechanics, three assistant mechanics, 33 bus aides, and one secretary. The following is the Transportation Department Organizational Chart:



Goals and Objectives

In a continuing effort to improve the Transportation Department, the following long range goals and objectives have been established by the Supervisor of Transportation:

- Maintain present opportunities and create new opportunities for in-service training for drivers and aides.
- Work with school administrators to upgrade discipline policies for bus students.
- Establish a comprehensive bus replacement plan to ensure timely replacement.
- Continue to assist administrative staff to develop management skills.
- Assure that the Transportation Department secretarial needs are met as demands increase.
- Assure that the Transportation Department is able to meet the continuing transportation needs of all students in the district.
- Continue to seek cooperation and collaboration to provide for efficiency in the department.

Major Improvements Within the Last Five Years

Move To New Facility

The bus garage facility was moved to the new site, Red Horse Armory, at 1915 Prospect Road where there were far better working facilities, such as improved bus and employee parking, better maintenance facility, electrical outlets for block heaters, and improved office space.

Radio and Upholstery Repair

The district is experiencing a substantial financial savings because an in-house Upholstery and Radio repair room was established. This operation eliminated the need to take a bus off premise to be repaired and eliminated the need to stock many different size and styles of seat covers because each one can be made to order. Service is provided by lead drivers when they are not assigned a route, or are between routes.

Computerization

Computerized routing is the process of using a computer system to establish stops and runs, thus creating bus routes. Information for the system comes from Mid-Iowa Computer Center and must be matched to the Education Logistics, Inc. (EDULOG) system. After this information has been placed in the EDULOG system, the computer system creates stops to serve the eligible regular education student population at each school. The system designs bus runs to serve these stops and schools based on factors of time, distance, and bus capacity. Computer development of the district's transportation routes requires about one month, following input of all necessary routing information.

Preventive Maintenance Schedule

Every bus in the fleet receives several complete inspections during the year. The major inspection is the annual chassis inspection mandated by the Iowa State Department of Education. This on-site inspection covers tires and rims, front axle, rear axle, rear carriage, fuel systems, exhaust systems, instruments and gauges, and brake systems. Additionally, twice a year, each bus is inspected by the State of Iowa for lights, emergency equipment, and seats. Each bus also receives an in-house inspection equivalent to the annual inspection each time it is brought into the repair shop for routine maintenance.

Inventory Control

Prior to 1990, there was no comprehensive method to keep track of our parts inventory. With the purchase of the EDULOG software system, computerized inventory control was implemented in the repair

shop. This has provided a more accurate picture of the parts and supply inventory and allows us to identify parts by stock number and date of purchase. As each part is checked in, it is tagged with a sticker to cross reference with the computer.

Maintenance Records

With the purchase of the first Macintosh computer for the department in 1988, a computerized maintenance schedule was developed and provided closer monitoring of service records on each bus in the fleet. This also provided more efficient scheduling of preventive maintenance because mileage was recorded in the computer. Computerization has now been expanded to include a complete maintenance record of parts and labor performed on each bus. This has enabled the department to track expenditures, project future costs, and identify areas of potential savings. Appendix J provides a comparison of current maintenance costs of five 1976 buses, five 1985 buses, and five 1988 buses.

Expanded Staff Development

During 1988-89, the staff development training program for new drivers was expanded from 20 hours to 58 hours. New drivers are provided 40 hours of extensive training on procedures, child behavior management, defensive driving, accident procedures, and actual supervised driving experience. Additionally, the 18 hour state School Transportation Operators Program (STOP) program is provided within the first six months of employment. Bus aides receive twelve hours of in-service training during their first year of employment.

Veteran drivers receive from 12 to 18 hours of in-service training yearly. Veteran aides receive from 10 to 12 hours of in-service each year.

During 1989-90, each mechanic was provided a total of 16 hours of staff development training associated with air and hydraulic brakes and diesel tune-ups. Additional diesel engine overhaul training is being provided each mechanic by the district's adult education program during 1990-91.

During 1989-90, a Transportation Staff Handbook and Training Manual was developed and provided to every Transportation Department employee. Copies are available in the offices of the Director of Operations Management and Supervisor of Transportation.

INPUT EVALUATION

Budget and Sources of Revenue

The Transportation Department is funded by the General Fund as calculated by the State Foundation Aid Formula. The General Fund provides revenue to support regular transportation needs and revenue specifically allotted to special education for the purpose of providing services to students who have been identified as having special needs.

The Helen Beaver Fund is a bequest to the district that has provided revenue for the purchase of some buses.

The total operating budget for the Transportation Department during the 1990-91 school year is \$2,809,712. The total operating budget and expenditure summary to April 5, 1991, follows:

1990-91 Operating Budget and Expenditure Summary to April 5, 1991

	Working Appropriation	Expenditures to 4/5/91	Percent of Appropriation
<u>Regular Transportation Salaries</u>			
Director	\$ 18,233.00	13,323.23	73.1
Transportation supervisor	46,070.00	33,666.49	73.1
Driver managers	122,513.00	84,298.42	68.8
Secretary	15,080.00	11,020.00	73.1
Mechanics	232,404.00	153,243.98	65.9
Bus Drivers	1,730,022.00	1,290,868.85	74.6
Subtotal	\$ 2,164,322.00	1,586,420.97	73.3
<u>Regular Transportation</u>			
Sal - Contra account	\$ 65,000.00	38,086.76	58.6
Data processing	7,700.00	176.00	2.3
Rental and leasing	1,755.25		
Employees - In-district travel	1,500.00	883.56	58.9
Employees - Out-of-district travel	1,700.00	151.70	8.9
General supplies	3,500.00	2,614.10	80.4
Subtotal	\$ 79,400.00	43,667.37	55.0
Repair and maintenance/vendors	\$ 6,000.00	6,988.94	116.5
Inservice training	1,000.00	1,000.00	100.0
Private contractor	2,000.00	1,240.00	62.0
MTA contractor	115,000.00	57,437.60	49.0
Repair and maintenance/parts	126,520.00	99,476.43	82.6
Transportation supplies/diesel	25,000.00	30,159.37	120.6
Propane gas	66,750.00	41,443.72	88.3
Subtotal	\$ 342,270.00	237,746.06	69.6
<u>Special Education</u>			
Repairs and maintenance/vendors	\$ 6,000.00	4,096.59	68.3
Private contractor	6,000.00	3,003.47	50.1
Cab contractor	1,000.00	2,327.30	232.7
Individual reimbursement	700.00	1,031.82	147.4
Repair and maintenance/parts	126,520.00	89,930.73	75.0
Transportation supplies/diesel	25,000.00	24,216.41	96.9
Propane gas	58,500.00	45,224.00	77.3
Subtotal	\$ 223,720.00	169,830.32	75.9
Grand Total	\$ 2,809,712.00	2,037,664.72	72.5

Expenditures for human resources and materials and supplies are contained in Appendix K.

The Transportation Department provides extensive in-service/staff development training. During 1990-91, \$1,000 was budgeted for materials. In addition to resources allotted for materials, during 1989-90 employees were paid \$10,588 in salary while receiving training.

Committees

The Transportation Department has two standing committees; one meets once a month and the other meets on an *as need* basis. Additionally, ad hoc committees are formed to focus on one certain issue or need. The two standing committees are:

- Climate Committee
- Accident Review Committee

Climate Committee

The Climate Committee was created in 1986 with the purpose of meeting to discuss suggestions for improvement of the department. It consists of transportation administrators, drivers, mechanics, and aides who meet once a month. This committee is responsible for improving the work environment and managing the drivers' fund.

Accident Review Committee

The Accident Review Committee was established to review yellow bus accidents in order to reduce the number of accidents involving department vehicles, to establish uniform procedures for classifying degree of preventability, to assess points for preventability as determined by the committee, and to establish standards by which safe drivers may be recognized and rewarded. The committee is comprised of the Transportation Supervisor or designee, a Driver Manager, Fleet Manager, and three drivers. This committee meets as need dictates.

Ad Hoc Committees. Other committees include the City Traffic and Transportation Committee, Extended Day Committee, Student Discipline and Field Trip Committee, In Service Committee, and Employee Recognition Committee. Additionally, employees have served on a committee to write a responsibility statement for the Transportation Department.

Space Allocations and Special Physical Features

Bus Facility

When the Transportation Department moved to the present facility, the mechanics' work shop consisted of three repair bays and one wash bay. Because of the various physical sizes of buses, and the increased number of 84 passenger buses in the fleet, an expanded repair facility was completed in 1991 to include two longer repair bays, a separate parts room, and a mechanics lunch room. Sufficient space now exists in the bus facility to provide indoor parking for twelve wheelchair buses during winter months to assure that hydraulic systems function. Eight 30-passenger buses can be parked in the mechanics' workshop during extremely cold weather. Sufficient space is provided in the present bus parking area to accommodate 112 buses with block heaters.

Bus Fleet. The Bus Fleet currently consists of 114 buses of various body and chassis make and manufacture. The district's fleet can be best described as aging, with over one-third of the fleet over 12 years old. Because of the efforts of the mechanics, this aging fleet is maintained in safe condition and is still able to perform the tasks demanded of it.

Appendix L shows the age of each school bus as determined by its chassis manufacture date. Appendix M shows the number of miles that fleet buses have currently logged.

PROCESS EVALUATION

Transportation Supervisor's Responsibility Statement

The responsibility of the Supervisor of Transportation of the Des Moines Public Schools is to assure that the Transportation Department meets the continuing transportation needs of all students in the district by coordinating a quality transportation program.

Organizational Tasks

The organizational tasks to be performed by the Supervisor of Transportation include providing direction, organization, and coordination to all transportation employees and to the students and staff involved in pupil transportation.

Objectives

<u>Weight</u>	<u>Objectives</u>
60%	1. Meet organizational expectations of transportation needs by: a. Facilitate the operations of the Transportation Department. b. Work with all transportation administrators. c. Work with bus drivers and bus aides on various committees in order that they may enhance their environment. d. Assess in-service and professional growth needs. e. Instruct and manage appropriate training programs for transportation personnel. f. Develop short and long range proposals for appropriate fleet replacements. g. Administrate and appropriate transportation budget efficiently.
10%	2. Recommend qualified applicants for transportation positions.
10%	3. Coordinate and plan transportation procedures with guidance from the Director of Operations Management.
10%	4. Coordinate and cooperate with staff of the Iowa Department of Education on all new and existing laws governing pupil transportation.
10%	5. Support district transportation personnel in achievement of objectives by responding to their professional needs.

A brief summary of responsibilities of Transportation Department employees is stated below.

Director

The director is responsible for overall supervision and direction of the Department. Planning, staffing, and budget development and implementation are done in collaboration with other district administrators.

Supervisor of Transportation

In the budget, the Department is authorized one Supervisor of Transportation. This administrator is responsible for giving direction to all transportation personnel. The Supervisor of Transportation communicates with and performs those assignments as directed by the Director of Operations Management, oversees the entire daily operations of the Transportation Department, prepares the transportation report for the state, helps determine where unsafe walk areas are, develops and conducts training meetings for transportation employees, attends meetings where transportation is involved, and monitors the budget for the department.

Driver Manager

Two Driver Managers assist in the research for state reports and other reports as required. They investigate all bus accidents, provide various training programs, attend parent-driver meetings with principals, function as Route Manager in the absence of that person, act as dispatcher in that person's absence, and perform the duties of the transportation secretary in that person's absence. They are responsible for job evaluation and first line discipline for approximately 73 employees assigned to each of them. During the summer, they coordinate work assignments for the 12 month employees.

Route Manager

The Route Manager is responsible for coordinating all transportation routes, notifying drivers of route changes, processing requests for routing from consultants and principals, attending in-district and out of district meetings when applicable, producing computerized route sheets, helping determine rider eligibility, and providing input for department reports as requested.

Fleet/Equipment Manager

The Fleet and Equipment Manager is responsible for maintenance of 133 vehicles. This person plans the work for five mechanics and three assistant mechanics on a daily basis. This administrator is also responsible for inventory control, record keeping on the fleet, entering fleet information into a computer system, training and upgrading the skills of mechanics and assistants, and assisting in accident investigation.

Class III Lead Driver

Class III lead drivers are responsible for monitoring work habits of 18 drivers and aides in addition to driving routes for absent drivers. They also perform, when not driving, upholstery and radio repair, dispatch, new driver training and other duties as assigned. Summer assignment involves driving summer school routes, assisting in preparation of the fleet for state inspection, leading work crews in washing, interior cleaning, and seat and radio repair.

Class II 12 Month Driver

Class II 12-month drivers are assigned a.m., noon or field trip, and p.m. routes each day of the regular school year. Summer assignments include summer school routes and washing, waxing, and cleaning buses for the next school year.

Class II Academic Year Drivers

Class II academic year drivers perform the same duties as Class II 12 month drivers, except they do not normally work during the summer months unless needed to help cover summer school routes. If employment is extended, they work only during the time that summer school is in session, usually six to eight weeks.

Class I Part Time Drivers

Most Class I drivers drive assigned routes during the school year with a few individuals used as unassigned drivers to cover for absent drivers. Class I Drivers drive a.m. and p.m. routes and can volunteer to drive noon routes or day time field trips as needed.

Mechanics

Mechanics are responsible for all repairs on buses, food service, and central stores trucks. Mechanics are occasionally required to drive routes.

Assistant Mechanics

Assistant mechanics fuel buses, perform preventive maintenance inspections, change oil and filters on buses and trucks and assist mechanics as assigned. Assistant mechanics are occasionally required to drive routes.

Bus Aides

The Transportation Department is presently authorized by Special Education to have 33 bus aides. Bus aides are responsible for monitoring students' behavior on bus to assure student and vehicle safety. The majority of aides are assigned to special education buses and wheelchair buses to assist mentally and

physically handicapped students that require close observation. Aides perform duties as required and requested by the driver. Several aides are utilized beyond the regular school year for summer school routes.

Secretary

The Transportation secretary is responsible on a daily basis for maintaining employee payroll records, scheduling field trips, keeping computerized personnel records, compiling student information for state report, completing paper work on new buses, and other secretarial duties as required.

Inservice/Staff Development

All school bus drivers, mechanics, and transportation administrators are required to have a chauffeur's license and school bus driver's permit. The chauffeur's license must be changed to a commercial driver's license (CDL) by April 1, 1992. An eight hour course is provided to help employees attain their CDL.

Each driver who has previously held a school bus driver's permit is required by the Iowa Department of Education to attend at least six hours approved training every 24 months in order to renew the permit.

The Transportation Department provides a copy of the district's Transportation Staff Handbook and Training Manual, which includes a State of Iowa's School Bus Driver's Handbook, to every employee. All new bus drivers use this handbook and complete 40 hours of classroom and on-the-road training before transporting students. Training is presented in four stages. Each stage is signed off by the trainee and trainer at the time of completion. Comprehensive defensive driver training is an important component of this program.

Each driver is presently required by the Iowa Department of Education to successfully complete an approved 18 hour School Transportation Operators Program (S.T.O.P.) course of instruction within the first six months of employment as a school bus driver. All state approved training must be done by authorized program instructors. Presently, two transportation administrators are authorized by the Department of Education to provide instruction for both the six and 18-hour S.T.O.P. classes, and the eight hour Commercial Drivers License (CDL) classes.

Training is provided bus aides upon employment. Training includes information on handling discipline on the bus, assisting the driver as requested or required, method of checking in, and transportation work rules. Bus aides have also attended an eight hour Red Cross first aid course at the start of this school year and a two hour training session dealing with special needs of children at Smouse School.

In addition to regular in-service information meetings, various training programs are utilized to inform and update mechanics and assistant mechanics. Some of these include four hours on air brakes, four hours on wheel bearing and seals, and eight hours in diesel tune-ups. During the summer of 1991, all mechanics are scheduled to receive additional diesel engine overhaul training.

Professional Inservice Meetings and Workshops

Each year, the Transportation Department administrative staff attends workshops at Iowa State University to study new technology, laws, and products. These workshops are co-sponsored by the State of Iowa and the Iowa Pupil Transportation Association. Workshops last 4 days, 8 hours per day for a total of 32 hours of training and instruction. There is also a 2-day workshop co-sponsored by the State of Iowa and the Iowa Pupil Transportation Association, on special education transportation, and is attended by at least 2 staff members.

Additionally, transportation administrators have attended seminars on Commercial Drivers License Instruction and School Transportation Operators Program instruction, enabling administrators to instruct drivers in both areas. Other seminars attended are the National Safety Council Accident Investigation Seminar and management skills seminars. These workshops and seminars represent an average of 60 hours of instruction per year to keep transportation administrators current and informed.

Management Systems for Monitoring Selection of Drivers and Mechanics

The Transportation Department is very careful in its selection of employees. The following steps are taken to be certain that the best available drivers are hired to provide safe transportation for Des Moines' students.

1. Review of applications.
2. Require a chauffeur's license.
3. Check driver's record with Department of Transportation.
4. Confirm and contact three references.
5. Request and obtain a law enforcement record check.
6. Set up interview.
7. Require a physical examination.

Selection of Aides. Aides provide a valuable service and are also carefully selected. The above steps, excluding 2 and 3, are used to select transportation aides.

Evaluation of Drivers and Mechanics. An employee evaluation is made at least once a year by that employee's immediate supervisor. Driving records are also checked twice a year.

Evaluation of Aides. An employee evaluation is made at least once a year by that employee's immediate supervisor.

PRODUCT EVALUATION

Computerization Feasibility Study

On December 31, 1986, a computerized transportation scheduling feasibility study was conducted for the Des Moines Public Schools. A first step in the study was to conduct on-site interviews with key school district administrators to determine the District's policies, practices, needs, and regulations. The first section of the report gave an overview of the operation of the Transportation Department. The study said, "The striking characteristic that sets the District's transportation operation apart from many other school districts is the large variety of special programs that must be served, each with its own specific requirements."

The study concluded: "Given the complexity of the transportation requirements, it is remarkable that the Transportation Department has been able to provide an excellent service to the students and schools. The unanimous comment made during the interviews with District officials involved or interested in transportation, was that the users of the District transportation services are very happy with them. All are appreciative of the effort made by the transportation staff to accommodate the complex needs of the different programs in a record time. It is not unusual for a change in schedule to be effective within 24 hours of the request for change. In most districts, the time required to process a schedule change typically ranges from 3 to 5 days."

Concern was raised about the extent to which the Transportation Department was allowed to provide cost-efficient service and the ability of the the Transportation Department to continue their high level of performance in the future. A major factor contributing to this concern and identified in the report was growth in special programs. The report said:

"The growth in special education programs such as BD or MD is particularly difficult for transportation to handle because the type of transportation required, namely home pick-ups and drop-offs, is the most complex to schedule. The growth in a special education program also means generally that new programs are created at schools that did not have them, thus potentially adding a new destination requiring transportation. The following is quoted from the report on School Facilities: "While significant increases in the special education population are not foreseen, it is quite conceivable that at least eight to ten additional elementary programs will be needed within the next two years. It is also anticipated that as many as 50 percent of the programs for severely and profoundly handicapped children currently housed in our special schools will be integrated into regular school settings. This could result in an additional eight classroom spaces at the elementary level."

"Another trend that may have a serious impact on transportation is the increasing popularity of the special Early Childhood programs, namely Headstart, Preschool, Kindergarten Enrichment, and K/1. As the enrollments in these programs increase, transportation will have to handle more of the most complex type of transportation requirements. Some of these programs are half-days with different riderships in the morning and afternoon. The noon schedule becomes very difficult to manage as buses are required to serve both pick-ups and drop-offs. These very young students often require split pick-ups and drop-offs, which further complicate the schedules."

"In conclusion, the analysis of enrollment trends indicates that District total enrollment changes will have little impact in transportation. The continuing growth of some of the special education programs and the Early Childhood programs, on the contrary, will tax the transportation operation because of the complex type of transportation that these programs require and the increasing number of them."

Although the study recommended computerized routing be implemented, it was acknowledged that, "No computerized system on the market at this present time is capable of generating bus routes without the supervision and verification performed by an experienced router. Especially in a routing environment as complicated as the Des Moines school district's, the computer must be considered as a tool used in

interaction with a person...Freed from the tedious aspects of routing, the router can concentrate on issues of routing strategies, level of service provided to the public, or policy matters."

A primary benefit of computerized routing is the provision of data that enables district policy makers and managers to develop policies and provide service that is equitable, effective, and as efficient as allowed.

Iowa Department of Education School Visit Report

On March 8 through 15, 1988, the Iowa Department of Education visited our district. On June 14, 1988, Superintendent Anderson suggested that "we follow the same practice of recent years in preparing a written administrative response to the Board by the fall of this year."

Transportation comments included in the School Visit Report contained three specific recommendations in the report's narration, six specifically numbered recommendations, and five recommendations in the remaining narration of the report. Each recommendation contained within the Iowa Department of Education School Visit Report and the district's administrative response follows:

A. NARRATIVE RECOMMENDATIONS

DEPARTMENT OF EDUCATION NARRATIVE RECOMMENDATION NO. 1

That the district pursue contracting with a reputable consulting firm specializing in school transportation routing evaluation and analysis to evaluate the current routing plan.

Present status: The District has contracted with EDULOG Computer Systems and is currently on line with this system creating computerized routes.

DEPARTMENT OF EDUCATION NARRATIVE RECOMMENDATION NO. 2

That the district purchase detailed maps of the city which are of a large enough scale to be used in designing and accurately maintaining the district's routing plan.

Present status: The purchase of detailed maps of the city would be a needless expense since the implementation of a computerized routing system has this information on file.

DEPARTMENT OF EDUCATION NARRATIVE RECOMMENDATION NO. 3

The daily vehicle inspection by drivers is critical to the success of any preventive maintenance program. It is recommended that this area of the program be given a rather high priority.

Present status: Work rules make it mandatory that drivers perform a fifteen minute pre-trip check of their vehicle every day.

B. SPECIFIC RECOMMENDATIONS

DEPARTMENT OF EDUCATION SPECIFIC RECOMMENDATION NO. 1

The district should implement a preventive maintenance program as soon as possible involving personnel at all levels of the transportation program.

Present status: The Transportation Department developed and implemented a preventive maintenance program in the fall of 1988. One mechanic is assigned to inspect and maintain the buses according to a maintenance checklist. An annual inspection sheet was implemented during the 1988-89 academic year. Provision of a computer for the maintenance department has provided opportunity to achieve the

objective of scheduling preventive maintenance for each vehicle in the fleet at least once every four to five weeks.

DEPARTMENT OF EDUCATION SPECIFIC RECOMMENDATION NO. 2

The preventive maintenance program should include an annual work or project schedule which clearly identifies the dates upon which each vehicle in the fleet will be subject to inspection and maintenance.

Present status: See response to Recommendation B, No. 1.

DEPARTMENT OF EDUCATION SPECIFIC RECOMMENDATION NO. 3

Checklists should be developed which outline each maintenance inspection to be performed by maintenance personnel while the vehicle is in the shop during scheduled maintenance.

Present status: See response to Recommendation B, No. 1.

DEPARTMENT OF EDUCATION SPECIFIC RECOMMENDATION NO. 4

We are recommending that three (3) additional stalls be added (resulting in a total of 7) to the present facility.

Present status: Construction has been completed on two additional stalls to accommodate the larger 84 passenger buses.

DEPARTMENT OF EDUCATION SPECIFIC RECOMMENDATION NO. 5

If the district, through the re-drawing of district boundaries, sees the need to add additional vehicles to the fleet, it may become necessary for the district to seek another location for the school transportation program.

Present status: At the present time, re-drawing of district boundaries has not created a need for additional vehicles. It is possible, however, that increasing program transportation demands will create a need for vehicles that exceeds the capacity of the present facility.

DEPARTMENT OF EDUCATION SPECIFIC RECOMMENDATION NO. 6

It is recommended that the district examine, for possible redirection, the duties and responsibilities of the "lead drivers" relative to the above-recommended preventive maintenance efforts of the district.

Present status: Class III lead drivers are responsible for monitoring the work of approximately 15 Class I and Class II drivers to assure that pre-trip inspections are conducted as required by work rules. Although this is a high priority, lead drivers are normally driving routes and monitor pre-trip inspections only when available.

B. NARRATIVE RECOMMENDATIONS

DEPARTMENT OF EDUCATION NARRATIVE RECOMMENDATION NO. 4

The district needs to establish a firm commitment to a vehicle replacement program.

Present status: The Transportation Department recommended a five year replacement schedule starting with replacement of 13 buses in the 1989-90 school year, and the replacement of 12 buses a year in each of the four following years. At the present time, the district has purchased ten replacement buses and there are bids out for five more replacement buses as of April 11, 1991. The district is presently 16 buses behind the schedule of purchases recommended to be accomplished by the end of the 1991-92 fiscal year.

DEPARTMENT OF EDUCATION NARRATIVE RECOMMENDATION NO. 5

The district should continue moving toward a diesel-powered school bus fleet.

Present status: The Transportation Department purchased the first diesel powered school buses in 1986 and continues to move toward a diesel powered fleet. Presently, 29 buses in the fleet are diesel powered and 5 diesel buses have been ordered. Six additional diesel buses have been authorized for purchase during the 1991-92 fiscal year, providing a total of 40 diesel buses at that time. This will be approximately one-third of the fleet.

DEPARTMENT OF EDUCATION NARRATIVE RECOMMENDATION NO. 6

Implement an accurate vehicle cost accounting program.

Present status: The Transportation Department implemented a computerized cost accounting program in February of 1988 in order to track the cost of each vehicle in the fleet. This system is being updated to comply with the EDULOG software system.

DEPARTMENT OF EDUCATION NARRATIVE RECOMMENDATION NO. 7

There are apparently instances where drivers who should seemingly have been dismissed, are still employed and driving for the district. An example involves an (unnamed) driver...we feel that in at least the above stated case, the district would have had cause to dismiss the driver involved, especially if the disciplinary actions outlined in the agreement had been followed (which we understand was the case).

Present status: The Transportation Department has dismissed drivers for just cause and continues to monitor transportation staff and adhere to the comprehensive agreement between the Des Moines Public Schools and Local 2048, American Federation of State, County, and Municipal Employees, with the process of progressive discipline.

DEPARTMENT OF EDUCATION NARRATIVE RECOMMENDATION NO. 8

It is recommended that district officials review their present school bus loading and unloading areas for ways of restricting vehicle traffic within these areas during school hours or during loading/unloading periods.

Present status: The district continues to move toward safer loading and unloading areas. A number of schools in the district have had special loading and unloading areas constructed for buses for this purpose; more are being planned as budgets allow.

Outcomes from Departmental or Supervisor's Objectives

Supervisor objectives previously listed in the Process section of this report have been achieved. Some completed activities directed towards accomplishments of stated objectives are listed as follows:

- Met with transportation staff in groups and individually to discuss their needs and concerns.
- Worked with transportation administrators on a daily basis, planned work assignment and provided direction to all employees.
- Involved in and influenced implementation of various committees concerning the Transportation Department, such as Climate Committee, Accident Review Committee, and Student Bus Discipline Committee.
- Developed and administered the Transportation Department budget.
- Instructed and arranged a total of 348 training hours for transportation staff in the 1990-91 school year.
- Recommended and hired 24 applicants for transportation positions during the 1990-91 school year.
- Coordinated with staff in the Iowa State Department of Education to implement and instruct the CDL 8 hour course.

Adherence to Standards, Policies, and Regulations

The Transportation Department is heavily regulated in its operation. The Transportation Department adheres to and is in compliance with existing Board policy and administrative procedures, and applicable sections from the Code of Iowa and the Iowa Administrative Code.

Rewards or Commendations

The department, and individual employees in the department, are frequent recipients of letters of commendation from individuals, groups, or schools that have been served. Individual commendations are placed in employee personnel files and department commendations are placed on the bulletin board for all to celebrate.

On April 17, 1991, the District Recognition Committee hosted a very nice recognition breakfast for Transportation Department employees.

Alternative Assessments Being Piloted

The Department reinstituted cooperative utilization of MTA buses for selected activities during the 1990-91 academic year. MTA has expressed interest in providing service during those times their buses are not on regularly-scheduled routes, and for activities compatible with their fleet needs (e.g. transportation of football teams to contests, with the district providing return transportation when uniforms and equipment are muddy). MTA is presently providing service for those field trips where their charge is less than the expense the district would incur to provide that transportation.

FUTURE PLANNING

Analysis of the product data indicate that most recommendations of evaluations by outside agencies have been implemented. One significant exception is a continuing need of the department that, "The district needs to establish a firm commitment to a vehicle replacement program." The extent to which vehicle replacement is a national concern is reflected in a May 1989 communication from the National Transportation Safety Board (NTSB) to the governors of each state asking that they establish plans to phase-out school buses manufactured prior to April 1, 1977.

Data indicate achievement of department objectives and adherence to existing Board Policy and Administrative Procedures, and adherence to applicable sections from the Code of Iowa and the Iowa Administrative Code. Concern exists that administrative procedures are not available for some Board policy, and Board policies may need to be reviewed and revised to reflect increasingly complex transportation services provided by the department.

District employees have also been consulted to identify other perceived needs for which recommendations for improvement should be formulated.

Bus Replacement

Recent legislation adopted by the state of Iowa requires that all buses with chassis manufactured prior to April 1, 1977 be taken out of service by April 1, 1992. This legislation will require that 17 presently used buses be taken out of service. Because 11 buses are being replaced during 1990-91 and 1991-92, six buses will need to be removed from service by April 1, 1992.

The Iowa Department of Education recommends that buses be used for routes for ten years, placed on standby status for two years, and then removed from the fleet. Following receipt of eleven new buses and disposal of six buses manufactured prior to April 1, 1977, the department will still have 24 buses over 13 years old, representing 21% of the fleet.

The Iowa Transportation Department has on various occasions proposed adoption of a bus replacement program. A five year plan was proposed in 1989 to replace 10% of the fleet (12 buses) each year. Because of budget priorities, this has not been achieved.

Recommendation. The Transportation Department recommends adoption of a bus replacement schedule based upon instructional program transportation demands and Iowa Department of Education recommendations.

Diesel Fuel Storage Tanks

Two 2,000 gallon diesel fuel underground storage tanks have been in use for approximately 35 to 40 years. These tanks are not of sufficient size to allow savings associated with bulk purchases and do not have sufficient volume to accommodate expanding reliance of diesel-fueled buses.

Recommendation. The Transportation Department recommends replacement of two existing diesel fuel underground storage tanks with one 10,000 gallon storage tank. The estimated cost is between \$50,000 and \$75,000.

Special Education Routing

The present computerized routing software cannot distinguish a wheelchair bus from a regular bus, nor can the system distinguish a wheelchair student from a walk-on student. Because of this, we manually create a stop, assign the student, and then assign the stop to a route. The Transportation Department is presently testing a software package provided by EDULOG for computerization of wheelchair routes.

Recommendation. The Transportation Department recommends purchase of a software package for computerization of wheelchair routes upon successful adaptation to our computer system. Present negotiations indicate that it is possible to obtain this software package at no additional cost.

Late Buses for Detention Students

The Transportation Department provides buses to several elementary and middle schools for after school activities that include band, clubs, and athletics. Buses are now being ordered only for the transportation of students who have been retained after school for disciplinary reasons. In many instances, buses are required to run an extra route for one or two students.

Recommendation. The Transportation Department recommends that late buses for detention students be discontinued unless those students are detained on nights when other activities warrant a late bus.

Field Trips Scheduled During Route Times

The Transportation Department is frequently expected to provide field trip transportation for both curricular and extra-curricular activities "over route time" which is during the time corridor when the fleet is providing transportation for regular routes. These trips require that buses and drivers be diverted from regular routes and create problems covering those routes.

Recommendation. The Transportation Department recommends that Board Policy and Administrative Procedures be reviewed and revised to stipulate guidelines for both curricular and extra-curricular field trips. Guidelines should address the appropriate number of trips allotted to each facility, appropriate distance traveled, and appropriate field trip times.

Field Trips for which Facilities Are Charged

The Transportation Department has allotted nine full time drivers and buses to transport students on daily field trips. When demand exceeds the available supply, service has been provided by assigning drivers extended hours and using non-assigned buses. Concern exists that some facilities schedule free field trips months in advance, requiring equally deserving activities to be supported by facility budgets when the nine no charge field trip buses are not available because they have been previously scheduled.

Recommendation. The Transportation Department recommends that Board Policy and Administrative Procedures be reviewed and revised to develop guidelines that address equity of cost incurred for provision of field trips.

Field Trips Scheduled Out-of-State

Expectation that the department will provide transportation for out-of-state field trips has been increasing in recent years. Although this service has been provided, recent concerns have been raised by the Interstate Commerce Commission (ICC) regarding necessity to legally comply to common carrier laws. Department employees and buses providing these services may soon be required to meet more stringent ICC rules and regulations.

Of more immediate concern is the necessity to divert buses from regular routes. Assignments of an 84 passenger bus to an out-of-state field trip frequently results in the necessity to schedule two buses and drivers to accommodate the students on the route of the bus that has been diverted.

Recommendation. The Transportation Department recommends that all out-of-state field trips be provided by a private charter service.

Cooperation with Other Transportation Agencies

The Director and Supervisor of Transportation maintain communication with representatives from the Metro Transport Authority (MTA). Recent discussions have been held to explore the feasibility of reinstating reliance on MTA for those transportation demands MTA may more efficiently provide. MTA is presently providing transportation for some extra-curricular trips that are scheduled in conflict with regular route times.

Recommendation. The Transportation Department recommends that cooperation with agencies that can supplement district efforts to provide effective and cost efficient service be continued.

Review and Revision of Board Policies and Procedures

Currently, Board Policies and Procedures are not coordinated. Although Board policy directs that transportation be provided for "pupils whose health or physical condition is such that they cannot, in the judgement of the school physician, walk the required distances to school without undue hazard to health" and "for pupils who are assigned from the home attendance center to another attendance center for educational programs within the school district" no corresponding procedure exists. Procedures for Addition of Service could be interpreted to address these policies; however, there is seldom adherence to those procedures.

Recommendation. The Transportation Department recommends that Board Policies and Procedures for pupil transportation be reviewed and revised to ensure that all policies have corresponding procedures, and all procedures have corresponding policies.

Provision of Equitable, Effective, and Efficient Transportation Services

Our district provides many diverse instructional opportunities for students. When new programs are implemented, or existing programs expanded, decisions are made that impact on the extent to which efficient transportation can reasonably be expected to be provided. The Transportation Department is seldom involved in determining the cost of providing transportation to those programs.

Board procedure provides that, "Upon request of that executive director (for Addition of Service), the Transportation Supervisor will respond as to whether that service can or cannot be provided. If service is possible, a review of the potential impact will be conducted by the Transportation Department and this information discussed with the executive director prior to approval or denial of the request." Board procedure gives the Transportation Supervisor the responsibility of a veto; in reality, the Transportation Supervisor is usually vetoed.

Recommendation. The Transportation Department recommends that Board Policies and Procedures for Pupil Transportation be reviewed and revised to ensure that the Transportation Department serve as a resource to instructional program decision-makers, who are responsible for provision of equitable, effective, and efficient instructional programs.

Establishment of Ad Hoc Committees as Needed

Specific transportation concerns emerge from either the Transportation Department or from stakeholders served. Recent examples would be the mutual concern of principals and drivers about student discipline, and departmental concern about the number and scheduling of field trips. As a result of these concerns, an ad hoc committee has been established under the direction of the Teaching and Learning Division to (1) review current costs, scheduling problems, and equitable use of field trips; (2) examine instructional purposes of field trips to determine if past practices are consistent with existing policies; and (3) review the bus discipline policy and problems associated with its application across the district.

Other concerns that drivers have requested be addressed by ad hoc committees include:

- Provision of information about students when they are subject to seizures.
- Establishment of a procedure to report evidence of physical abuse of a student to school principals.
- Provision of aides when drivers transport students that require the driver to leave the bus to physically assist students.
- The responsibility or liability of drivers if a physically fragile child is injured while being transported.
- Support by administrators when bus routes run later than scheduled because parents do not have their children ready for the bus when it arrives, or because a parent or sitter is not at home to receive students that are provided door-to-door transportation.

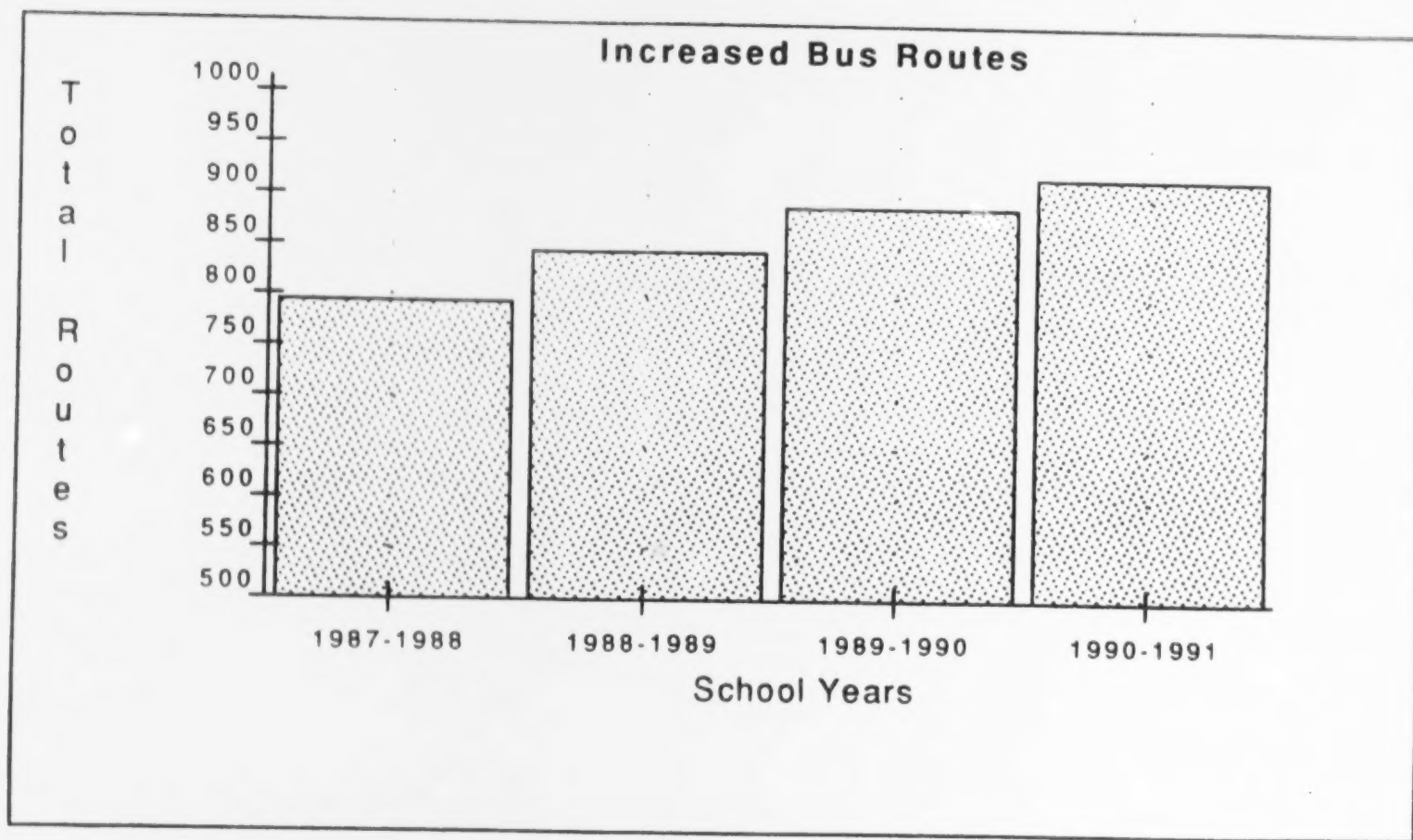
Recommendation. The Transportation Department recommends continuing reliance on ad hoc committees when the need for additional communication is indicated, or a possible need exists to recommend review or revision of policy or procedures.

Personnel

The number of personnel authorized for the Transportation Department should be based on efficient utilization of employees and the expanding scope and complexity of services expected. Because of increased demands for record keeping and data entry associated with implementation of a computerized routing and accounting system, efficient employee utilization warrants consideration of hiring an additional secretary.

The department now assigns most dispatcher duties to a Class I part time driver. This does not allow for continuity in route assignments, covering disabled buses, or bus aide assignments because the assigned employee is off duty during the middle of the day. During that period, dispatch responsibilities are assigned to Class III drivers or administrators. Because of the responsibility to direct employees and the scope and complexity of service provided, consideration for hiring an additional administrator to serve as a full time dispatcher is warranted.

Recommendation. The Transportation Department recommends addition of one full time secretary and one full time dispatcher to the Transportation Department personnel allotment. The estimated cost will be \$42,640.



Appendix B: Transportation Services by Program and School

REGULAR TRANSPORTATION

Edmunds	Hanawalt	Jackson	Longfellow
Studebaker	Waltrous	Willard	Brody
Callanan	Goodrell	Harding	Hiatt
Hoyt	McCombs	Meredith	Merrill
Weeks	East	Hoover	Lincoln
North	Roosevelt		

ALTERNATIVE EDUCATION PROGRAMS

Alternative High Schools
 North/Casady
 South/Kurtz

Central Campus

Desegregation

Magnet Schools

King Edmunds

Paired Schools

King-Perkins
 Monroe-Rice
 Moulton Oak Park-Findley

Stability

Moulton Longfellow

Voluntary Transfers

Adams	Edmunds	Findley	Hanawalt
Hillis	Hubbell	King	Jefferson
Madison	McKee	Moore	Park Avenue
Perkins	Windsor	Woodlawn	Wright
Brody	Callanan	Goodrell	Meredith
Merrill	Hoover	Roosevelt	

Educational

Chapter 1 Reading

King Wallace Windsor

English-As-A-Second-Language

Adams	Granger	Hillis	Madison
McKinley	Moore	Wallace	Windsor
Callanan	Harding	Weeks	Hoover
North	Roosevelt	Central Campus	

JROTC

Hoover

Talented and Gifted

All elementary schools, middle schools, and Central Academy

SPECIAL EDUCATION PROGRAMS

Autistic

McKee Hanawalt Callanan

Behavior Disability

East	Hoover	Lincoln	Central Campus
Roosevelt	Cowles	North	Callanan
Alt North	Alt South	Brody	Hoyt
Goodrell	Harding	Hiatt	Cattell
Meredith	Merrill	Brooks	Mann
Hanawalt	Hillis	Hubbell	Watrous
McKee	Moulton	Wallace	

Child Guidance Center

Iowa Methodist Medical Center

FOCUS

Cowles

Headstart Handicap

King	Lucas	McKinley	Mann
Tiny Tots	Garton	Monroe	Longfellow
Moulton	Willard	Samuelson	

Hearing Impaired

Lucas	Callanan	Roosevelt
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Kindergarten Enrichment

Phillips	Findley	Howe	Cowles
Woodlawn	Jefferson	King	Moulton
Mann	Longfellow	Stowe	

Kindergarten/First Grade

Findley	Moulton	King	Jefferson
Willard	Woodlawn	Madison	

Kindergarten Language Enrichment Program (KLEP)

Cowles

Learning Disability

East	C Campus	Smouse	Van Meter
Brody	Callanan	Harding	Hiatt
Meredith	Weeks	Adams	Granger
Madison	Garton	Monroe	Longfellow
Rice	Stowe	Watrous	Willard
Moore	Moulton	Park Avenue	

Preschool Handicapped

Moulton	Cowles	Findley	Phillips
Watrous	Smouse		

Vision Impaired

Woodlawn	Hoyt
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FIELD TRIP ACTIVITIES

(See Supplemental Appendix H)

Curricular

Extra-curricular

Paid extra-curricular

AFTER SCHOOL ACTIVITIES

Activity Buses

Adams	Cattell-2	Edmunds-2	Hillis	Garton
Greenwood	Longfellow	Madison-2	Monroe	Moore
Moulton	Oak Park	Perkins-2	Studebaker-2	Willard
Wright	Woodlawn	Central Campus-3	Brody-2	Callanan
Goodrell	Harding	Hiatt	Hoyt	McCombs-2
Merrill				

OTHER SPECIAL TRANSPORTATION SERVICES

Physically handicapped students may be accommodated in all district programs.

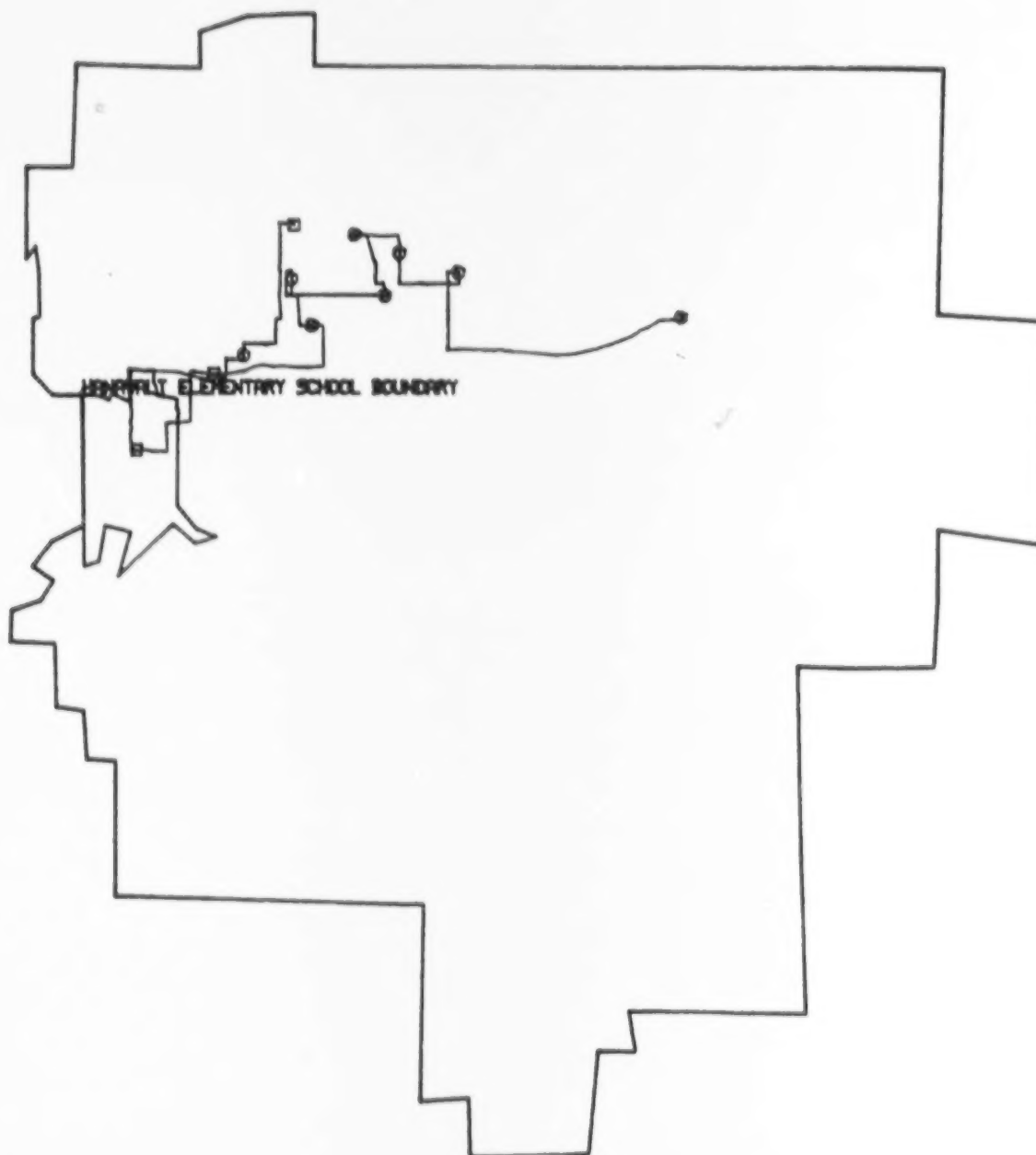
Appendix C: Daily Activity Schedule for Central Campus

7:45	Unload all high schools at Central Campus	14 routes
7:50	Reload to different work sites	3 routes
8:45	Hoover and North band to Central Campus	2 routes
9:00	Hoover ROTC to Central Campus	1 route
9:20	Central Campus to all high schools ROTC	5 routes
10:30	Reload day cares to Central Campus	3 routes
10:45	Unload from Agriculture and Aviation	2 routes
10:50	Reload out to all high schools	10 routes
11:30	High schools to Central Campus	10 routes
11:40	Central Campus to work sites	3 routes
11:40	Central Campus to high schools	3 routes
12:30	Central Campus to Lincoln	1 route
1:30	Central Campus to high schools	5 routes
2:15	Unload from Agriculture and Aviation	2 routes
2:25	Central Campus to all high schools	10 routes
3:45	To all middle schools	5 routes

Appendix D: Voluntary Transfer Students Attending Hanawalt



Appendix E: Route Developed for Voluntary Transfer Students Attending Hanawalt



This bus serves Hubbell and Hanawalt elementary schools, transporting 46 voluntary transfer student. This bus travels eleven miles one way to transport these students to school which takes approximately one hour. This particular map reflects only the Hanawalt voluntary transfer students.

Appendix F: Route Sheet Provided Driver for Voluntary Students Attending Hanawalt

PORT CODE: BUSRUN-5

USER: TOM

DATE: 25-Apr-91 TIME: 09:22 am

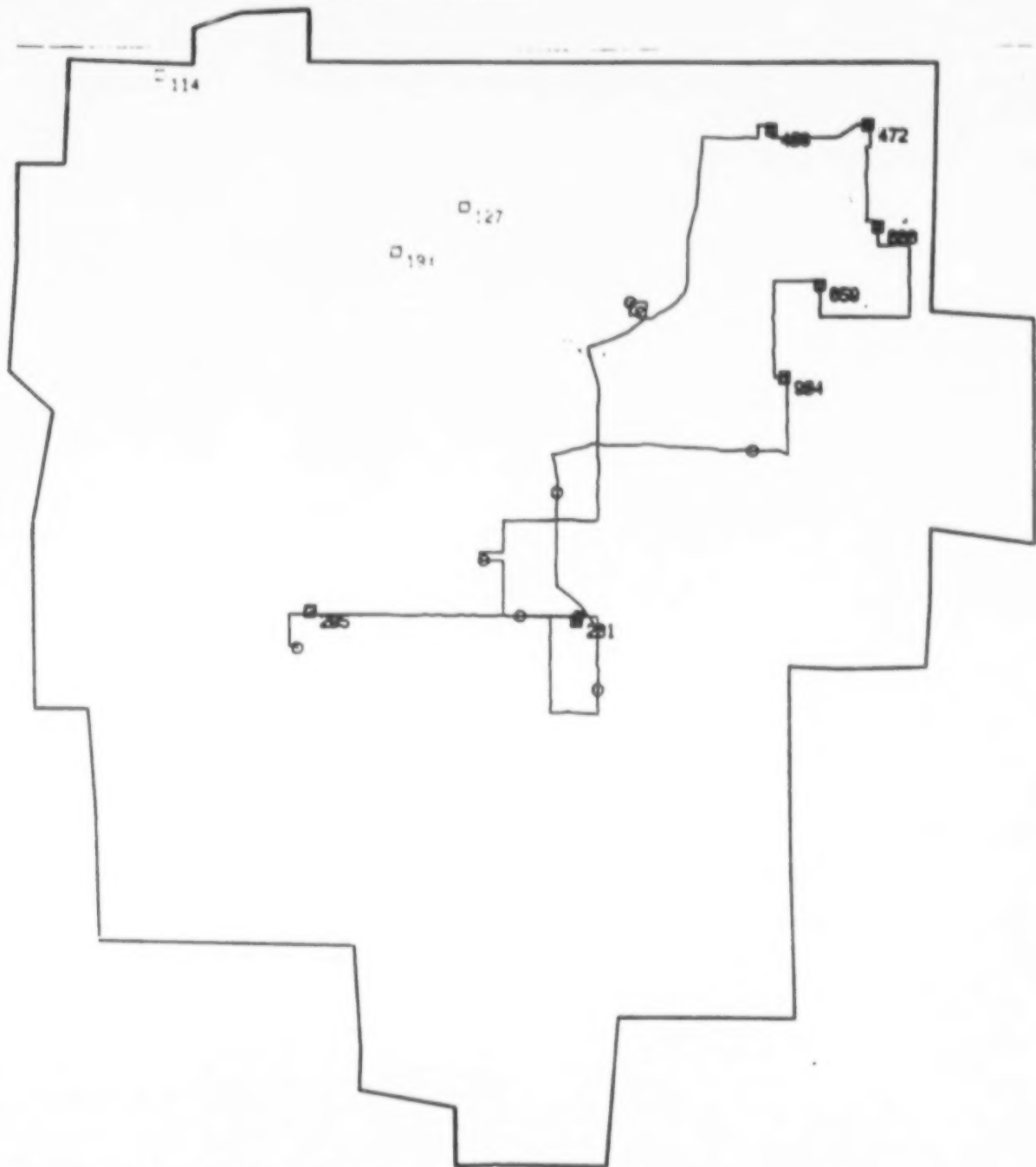
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e: 1

F 715002 Route: 30 Description: TO MONROE

Description	Time	Stpld	Runld	Stop
9TH & UNIVERSITY CT	8:00	3	3	598043
9TH & UNIVERSITY CT	8:00	3	6	562074
Turn Right on E 20TH CT				
Turnaround on E 20TH CT				
Turn Left on UNIVERSITY CT				
Turn Right on E 21ST ST				
Turn Right on E UNIVERSITY AVE				
Turn Left on I 235				
Turn Right on 9TH ST				
Turn Right on COLLEGE AVE				
MOULTON SCHOOL	8:04	1	7	598044
MOULTON SCHOOL	8:04	7	14	562075
Turn Right on 7TH ST				
Turn Right on CLARK ST				
Turn Right on 16TH ST				
CASADY SCHOOL	8:10	2	16	598045
CASADY SCHOOL	8:10	2	18	562076
Turn Left on LINCOLN AVE				
Turnaround on LINCOLN AVE				
ST & LINCOLN AVE	8:15	0	18	598014
Turn Right on HARDING ROAD				
Turn Left on CLARK ST				
Turn Right on KING ACC				
Turn Right on FOREST AVE				
NG SCHOOL	8:20	11	29	598046
KING SCHOOL	8:20	2	31	562077
Turn Right on 33RD ST				
Turn Right on COLLEGE AVE				
Turn Right on 32ND ST				
1536 32ND ST	8:26	0	31	598020
Turn Left on FOREST AVE				
Turn Right on 31ST ST				
Turn Left on BRATTLEBORO AVE				
29TH ST & BRATTLEBORO AVE	8:30	2	33	598006
29TH ST & BRATTLEBORO AVE	8:30	1	34	562005
Turn Right on 28TH ST				
Turn Right on I 235				
Proceed on I 235 RAMP				
Proceed on CENTER ST				
School: HUBBELL To: EK, KA, KE, SE, 01-05	8:35		15	598***
Turn Left on POLK BLVD				
Turn Right on GRAND AVE				
Turn Left on 51ST ST				
Turn Right on ROBERTSON DR				

Appendix G: **Student Transportation Provided for Disability Programs**
Route 109, Bus 1-4 (p.m.)



This bus serves Special Education students for Brody and Weeks middle schools. Twenty middle school students are transported. Ten elementary students are transported to Adams, Douglas, McKee, and Willard elementary schools. This bus travels 42 miles to transport these thirty students in approximately 2-3/4 hours.

Appendix H: Field Trips By Schools

School	District-Supported Curricular	Facility-Supported Curricular	School	District-Supported Curricular	Facility-Supported Curricular
Adams	50	6	Madison	45	5
Alternative South	19	3	Mann	40	3
Alternative North	2	8	McCombs	15	16
Brooks	29	3	McKee	61	4
Brody	17	21	Meredith	22	11
Central Campus	5	30	McKinley	35	9
Cattell	35	0	Merrill	45	18
Child Guidance	3	1	Mitchell	41	3
East High	98	38	Monroe	46	1
Edmunds	45	25	Moore	47	0
Findley	36	3	Moulton	53	20
Garton	65	2	North	13	72
Cowles	5	0	Oak Park	36	2
Callanan	40	17	Park Avenue	76	3
DMACC	0	1	Perkins	34	58
Douglas	45	2	Phillips	33	1
Goodrell	16	12	Pleasant Hill	29	6
Granger	44	7	Ruby Van Meter	19	20
Greenwood	31	2	Rice	49	0
Hanawalt	65	3	Roosevelt	4	32
Hiatt	29	7	Stowe	41	7
Hillis	57	3	Smouse	3	0
Harding	40	17	Studebaker	35	4
Hoover	139	72	Wallace	29	2
Howe	39	5	Watrous	21	3
Hoyt	22	3	Weeks	27	14
Hubbell	49	3	Willard	39	0
Jackson	83	2	Windsor	46	1
Jefferson	32	2	Woodlawn	55	1
King	38	9	Wright	23	6
Lincoln	22	91			
Longfellow	25	4	Total	2403	731
Lovejoy	31	1			
Lucas	40	1			
Madison	45	5			

Appendix I: Students Attending Other than Home Schools

	Open Enrollment	VTP	Tuition	Pupil Adjustment	Child Care	Curriculum Assignment	Formerly Assigned	ESL	GT	DM Plan	Special Education	Minorities	Total Outside Boundaries	Building Enrollment *	Percent Outside Boundaries
Adams	21	4	1	2	3	60	5	53	2	27	26	128	195	419	46.54%
Brooks	34	0	0	1	0	8	0	0	0	16	18	9	79	321	24.61%
Cattell	15	2	0	0	3	10	0	0	6	11	27	17	86	357	24.09%
Douglas	60	0	0	1	10	8	9	0	7	13	9	5	92	507	18.15%
Edmunds	0	150	0	0	0	0	0	0	21	17	5	38	164	408	40.20%
Findley/Moulton/Oak/Park	17	6	0	0	11	50	46	0	9	38	73	64	210	1,045	20.10%
Ganon	33	0	1	0	0	18	3	0	3	27	33	12	103	445	23.15%
Phillips	0	0	0	0	0	243	0	0	6	44	39	22	243	335	68.45%
Granger	34	7	0	1	5	26	0	19	3	18	20	43	134	390	34.36%
Greenwood	27	0	0	0	18	0	0	0	9	9	0	21	62	471	13.16%
Hanewalt	11	26	1	12	2	11	0	0	8	12	28	32	95	316	30.06%
Hillis	32	35	0	0	1	42	0	21	6	29	23	73	136	390	34.87%
Howe	70	0	0	2	0	2	0	0	7	19	6	16	123	321	38.32%
Hubbell	20	27	0	0	0	0	0	0	2	22	11	61	119	433	27.48%
Jackson	13	0	0	2	12	0	8	0	2	5	4	11	71	365	19.45%
King/Perkins	4	81	0	0	4	1	2	0	16	34	9	23	140	654	21.41%
Longfellow	8	4	0	0	1	4	10	0	0	22	6	32	99	314	31.53%
Lovejoy	25	2	0	0	7	0	0	0	1	2	1	6	40	283	14.13%
Lucas	14	1	8	0	10	16	2	0	0	13	33	29	87	303	28.71%
Madison	31	38	0	0	1	60	5	11	7	16	49	77	155	352	44.03%
Mann	56	0	0	0	1	21	0	0	2	13	24	5	88	268	32.84%
McKee	22	14	0	0	4	10	1	0	3	8	14	26	81	327	24.77%
McKinley	22	0	0	0	9	33	1	16	3	35	10	72	122	272	44.85%
Mitchell	38	0	0	0	16	8	2	3	3	7	22	8	157	284	55.28%
Monroe/Rice	28	2	0	7	7	17	3	0	3	10	32	42	123	721	17.06%
Moore	19	27	0	1	1	58	0	41	0	12	17	141	199	443	44.92%
Park Avenue	48	7	7	0	4	7	1	0	1	19	20	24	131	584	22.43%
Pleasant Hill	21	0	0	1	9	9	0	0	2	3	11	1	49	314	15.61%
Stowe	13	0	0	1	0	12	0	0	1	14	12	4	49	429	11.42%
Studebaker	41	1	0	0	0	0	1	0	3	4	5	5	56	488	11.48%
Wallace	8	1	0	0	9	18	1	14	1	13	12	57	87	327	26.61%
Watrous	17	0	1	1	1	43	0	0	2	13	49	5	93	342	27.19%
Willard	22	0	0	0	0	8	0	0	0	15	19	6	82	434	18.89%
Windsor	8	58	0	0	22	20	0	9	4	15	6	79	121	448	27.01%
Woodlawn	37	43	0	10	2	0	5	0	6	33	18	59	103	479	21.50%
Wright	37	11	0	0	0	8	0	0	4	11	11	17	86	322	26.71%
Elementary Total	986	547	19	42	173	831	105	184	153	619	784	1,290	4,060	14,931 **	27.19%
Brody	22	6	0	4	4	44	2	0	11	21	52	12	142	680	20.88%
Callanan	13	31	3	1	5	32	2	6	23	19	27	54	133	663	20.06%
Goodrell	45	25	0	0	0	13	2	3	14	12	20	34	138	757	18.23%
Harding	9	3	1	11	0	41	4	21	8	24	37	67	121	794	15.24%
Hiett													51	483	10.56%
Hoyt													98	563	17.41%
McCombs	21	0	1	0	2	1	0	0	9	7	6	4	71	606	11.72%
Meredith	25	86	0	3	4	12	5	0	26	51	23	143	270	715	37.76%
Merrill	21	69	1	4	3	24	2	0	13	33	70	110	194	530	36.60%
Weeks	16	0	0	1	2	20	1	7	7	12	21	27	94	672	13.99%
Middle School Total	172	220	6	24	20	187	18	37	111	179	256	451	1,312	6,463 **	20.30%
East	65	4	0	16	3	8	2	2	47	12	56	38	330	1,828	18.05%
Hoover	20	35	2	23	0	40	1	25	14	8	34	96	184	922	19.96%
Lincoln	12	2	0	5	1	3	2	2	26	12	26	29	203	1,968	10.32%
North	6	6	1	12	1	45	46	3	16	19	49	111	219	969	22.60%
Roosevelt	40	37	1	4	1	38	2	20	17	14	40	145	252	1,275	19.76%
High School Total	143	84	4	60	6	134	53	52	120	65	205	419	1,188	6,962 **	17.04%
District Total	1,221	851	29	126	199	1,152	176	273	384	863	1,165	2,160	6,560	28,356 **	23.13%

* excluding early childhood enrollment except preschool handicapped

** excluding students who attend schools not having traditional boundaries

Based on September 21, 1990 information

Appendix J: Comparison of Current Maintenance Costs

1976

Bus	Miles		Cost
B11	9,268	\$	4,854.90
B12	12,872		2,411.28
B13	10,038		2,780.23
B14	11,433		3,821.29
B15	12,712		2,051.37
Total	56,323	\$	15,919.07
Cost per mile		\$	0.28

1985

B29	16,154	\$	2,175.26
B31	17,882		2,738.49
B35	14,202		2,936.14
B62	17,608		2,730.44
B67	16,275		2,170.45
Total	82,121	\$	12,750.78
Cost per mile		\$	0.16

1988

B123	17,512	\$	333.76
B124	19,351		277.71
B125	18,109		171.68
B126	16,484		138.88
B127	20,099		2,317.83
Total	91,555	\$	3,239.86
Cost per mile		\$	0.04

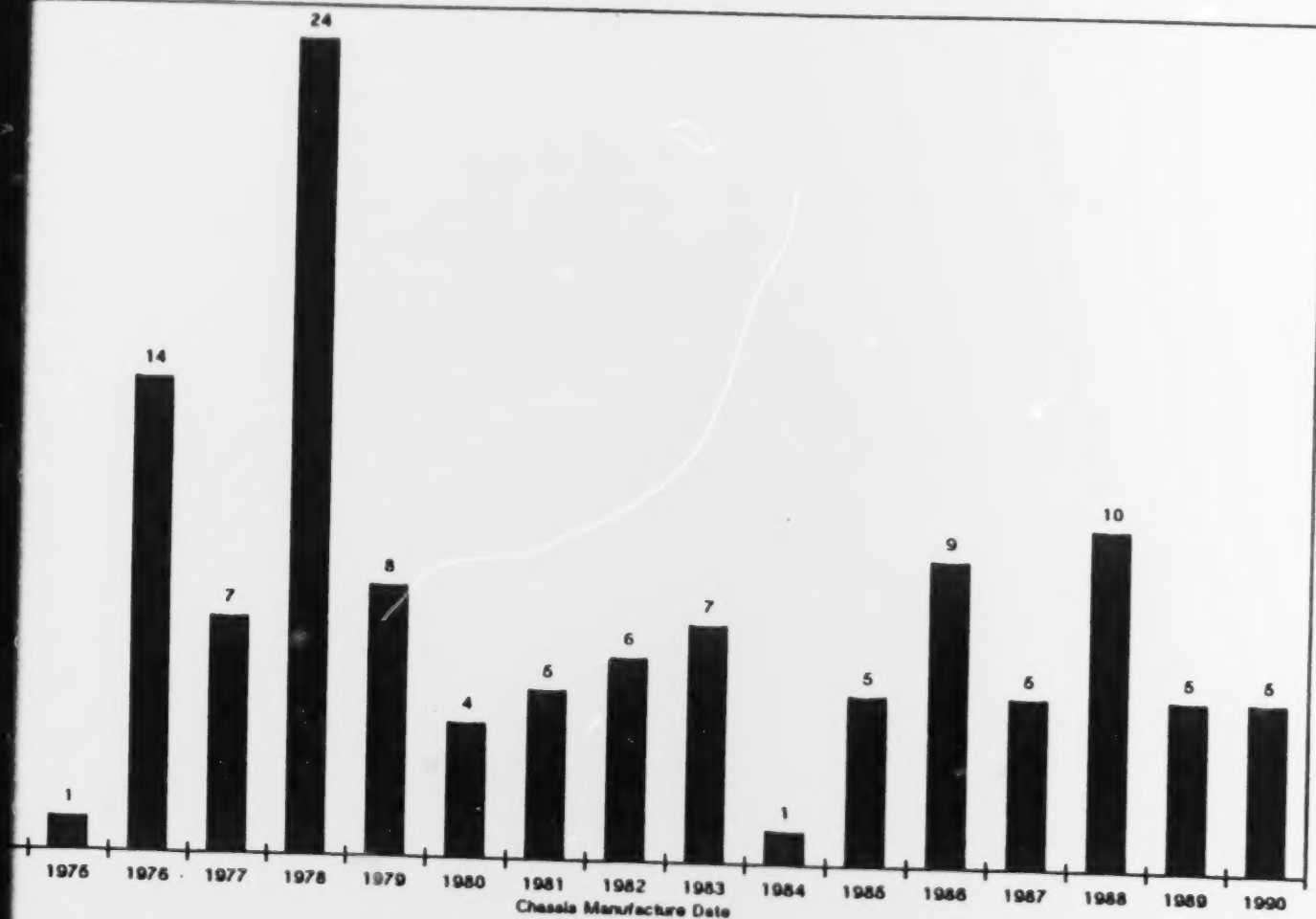
Appendix K: Human Resource Costs

<u>Position</u>	<u>Cost</u>
113 Bus Drivers	
8 Class III	\$ 1,730,022
19 Class II - 12 Month	
22 Class II - Academic Year	
64 Class I - Part Time	
33 Bus Aides (Special education budget)	\$ 201,663 est.
Mechanics	
5 Mechanics	\$ 232,404
3 Assistant Mechanics	
1 Secretary	\$ 15,080
6 Administrators	\$ 186,816
1 Director	
1 Supervisor	
1 Route Manager	
2 Driver Managers	
1 Fleet and Equipment Manager	
Total	\$ 2,164,322

Total Bus Maintenance Costs

	<u>1990</u>	<u>1991</u>
January	\$ 52,161	\$ 53,846
February	46,914	49,649
March	43,784	46,229
April	43,378	
May	45,308	
June	23,252	
July	21,141	
August	25,341	
September	46,367	
October	48,014	
November	54,311	
December	43,116	
	\$ 493,087	

SCHOOL BUS
FLEET AGE



Appendix M: Number of Miles Fleet Buses Have Logged

